

A photograph of a bamboo forest with several red umbrellas scattered on the ground. The umbrellas are partially open and are positioned among the bamboo stalks. The background is a dense forest of bamboo stalks, with sunlight filtering through the leaves, creating a dappled light effect. The overall scene is peaceful and natural.

ECOLOGY AND VITALITY OF LANGUAGE PROGRAMS: ADVOCATING FOR JAPANESE FLT

PRESENTERS: Betty Brown, Yoshiko Himata Paris,
Tracie Whiting Kipper, and Amanda Lanier
MAFLT PROGRAM @ MICHIGAN STATE UNIVERSITY

ACTFL 2021 VIRTUAL CONVENTION

A photograph of a bamboo forest. Several tall, green bamboo stalks are visible. In the foreground, three red umbrellas are leaning against the bamboo. The ground is covered with dry bamboo leaves and twigs. The lighting is bright, suggesting a sunny day.

VITALITY

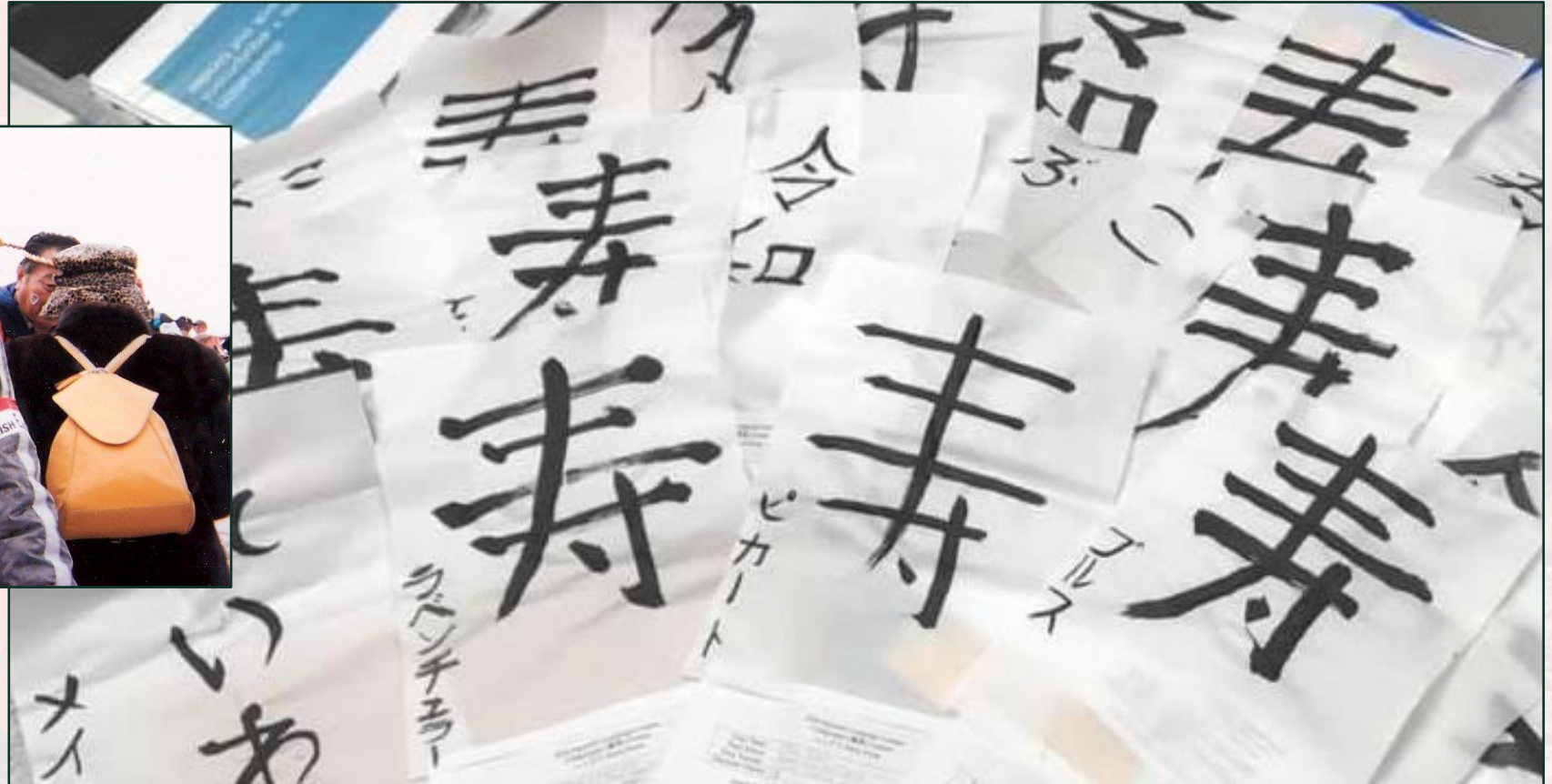
ECOLOGY

JAPANESE FLT



**Kansas City
Art Institute**

Tracie L Whiting Kipper





**ARKANSAS
SCHOOL**
FOR MATH,
SCIENCES,
+ THE ARTS

Betty Brown



2021 Virginia Governor's
World Language Academies



Yoshiko Himata Paris



A photograph of a bamboo forest. Several large, green bamboo stalks are visible, some in the foreground and some in the background. In the middle ground, three red umbrellas are leaning against the bamboo stalks. The ground is covered with dry bamboo leaves and twigs. A semi-transparent dark green rectangular box is overlaid on the image, containing the title text.

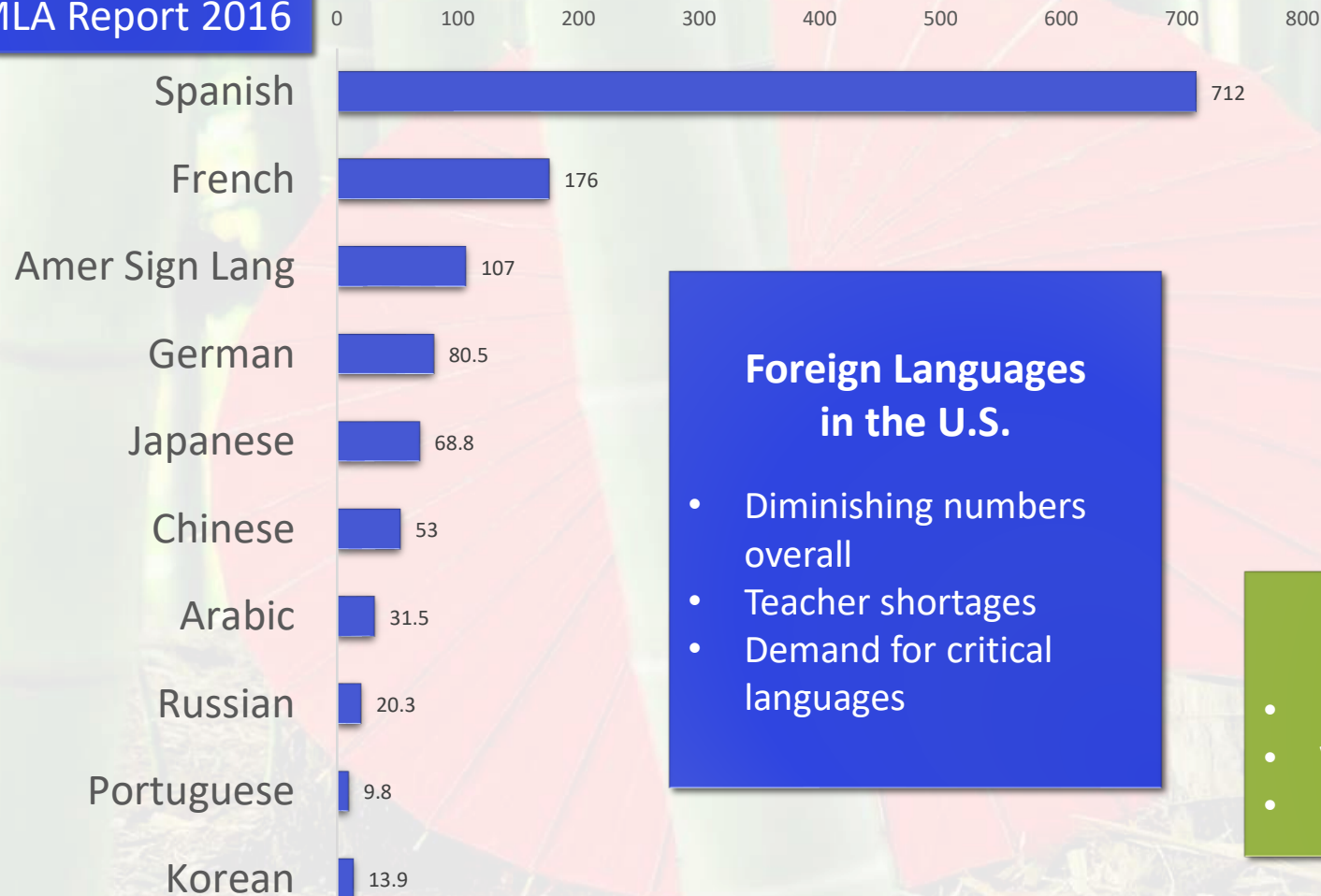
Ecology and Vitality in Language Programs

AMANDA

The Landscape of JFL and LCTL Ed

MLA Report 2016

Thousands



Foreign Languages in the U.S.

- Diminishing numbers overall
- Teacher shortages
- Demand for critical languages

Less-Commonly-Taught Languages (LCTLs)

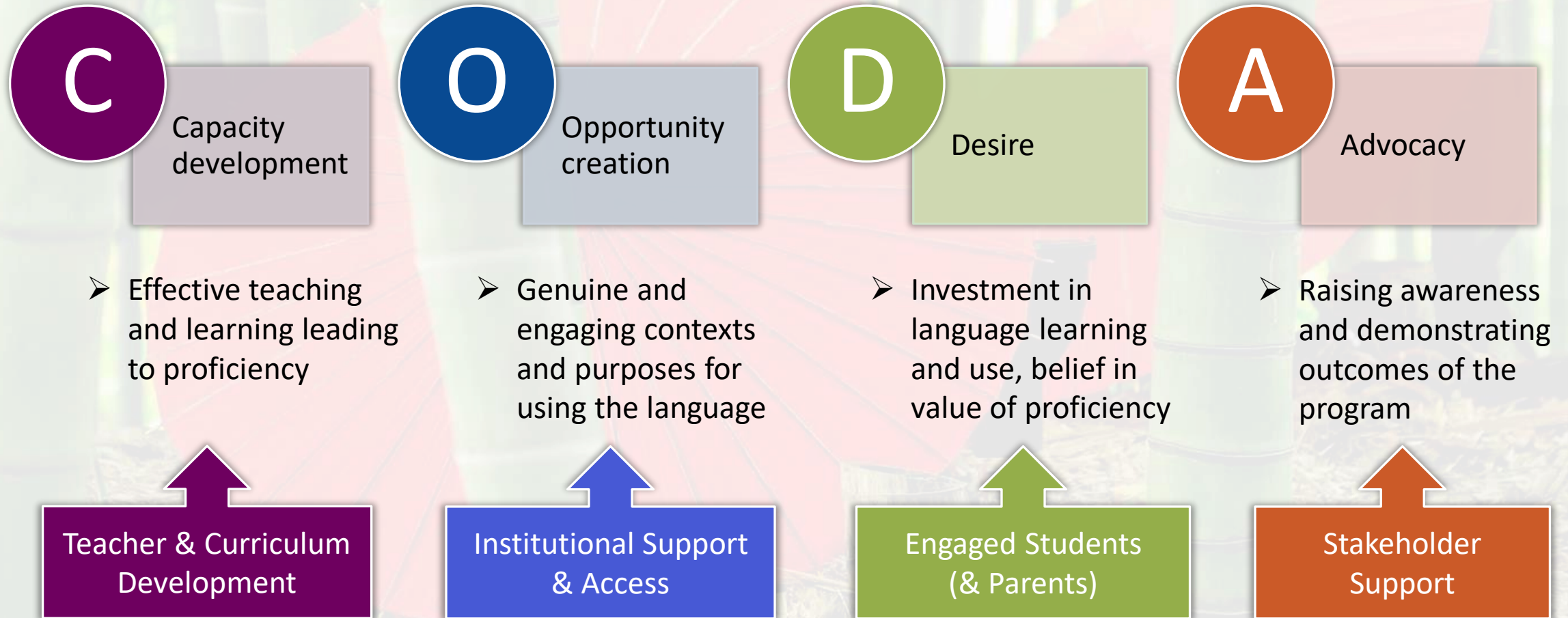
- Lower numbers, smaller programs
- Greater linguistic distance = longer time to proficiency
- Limited options for materials
- Lack of specific teacher training
- Often heritage or critical languages

Japanese as a Foreign Language

- Most frequent of all LCTLs
- Viewed as very difficult, especially literacy
- Many eager, innovative learners and teachers

(Looney & Lusin, 2019; Commission on Language Learning, 2017)

Vitality of Language Programs



(Lo Bianco & Peyton, 2013)

Language Program Ecology



Global Environment

Institutional Context

Language Program

Faculty & Staff

Students

ECOLOGY

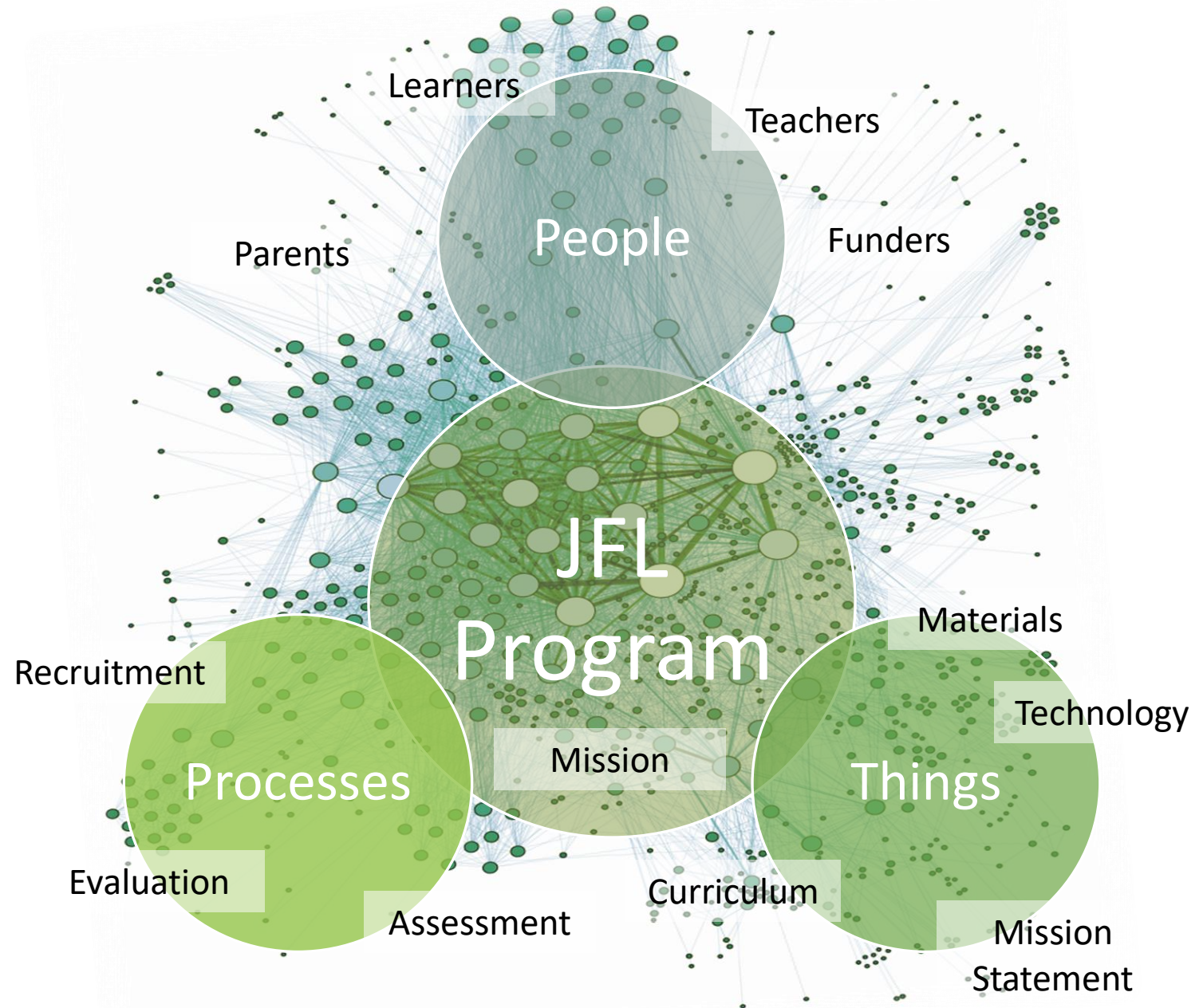
“the study of systems within their immediate surroundings” and
“evolution of the system over time”

Pennington & Hoekje, 2010

The Language Program in Context

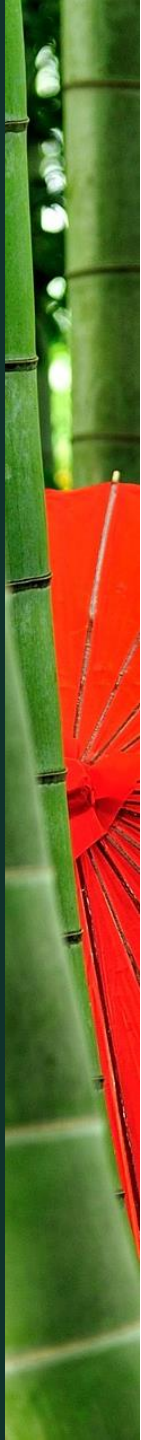
Components of the Program Ecology

- People, Processes, Things
- Tangible and Intangible elements
- Internal participants
- External stakeholders

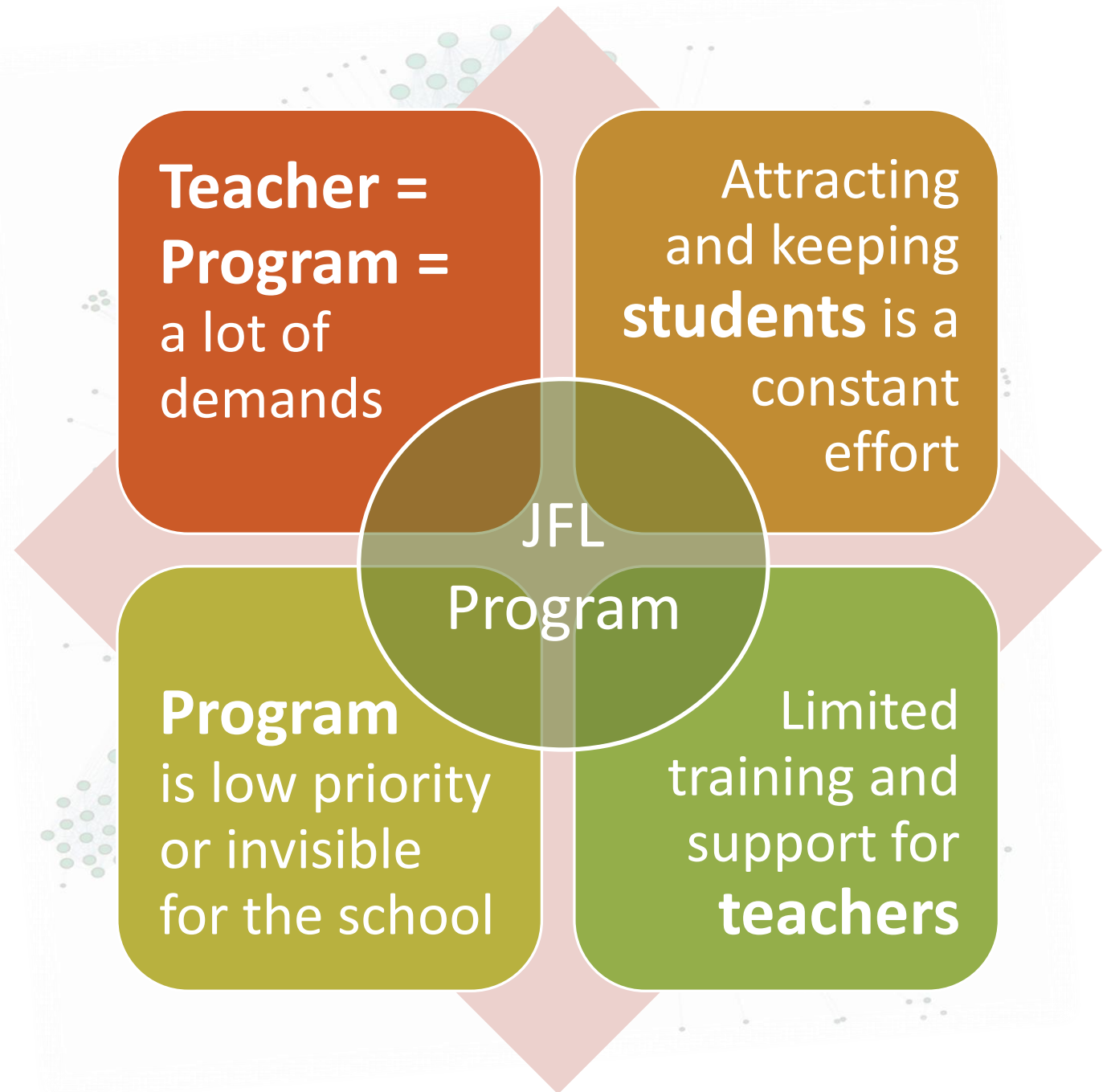


(Lord, 2013; Pennington & Hoekje, 2010; Norris, 2016)

Threats to Ecology and Vitality



Threats to Ecology and Vitality



Program Ecology and

Student
Vitality

Teacher
Vitality

Vitality in
Collaboration

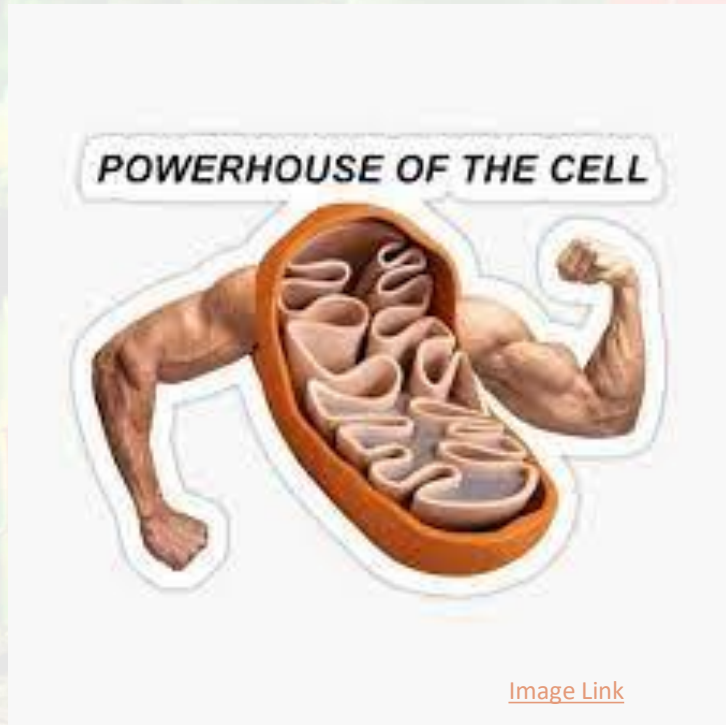


A photograph of a bamboo forest with several red umbrellas leaning against the stalks. The umbrellas are bright red and have a traditional design with visible ribs. The bamboo stalks are green and segmented. The ground is covered in dry bamboo leaves and mulch. A dark teal semi-transparent banner is overlaid on the image, containing the title text.

Program Ecology and Student Vitality

BETTY

No Students, No Program



Knowledge of students= knowledge of your base ecology

- Who are they?
- Why are they here?
- Why do they stay?

Leverage this knowledge to vitalize program.

Engage with the Youths

Interests

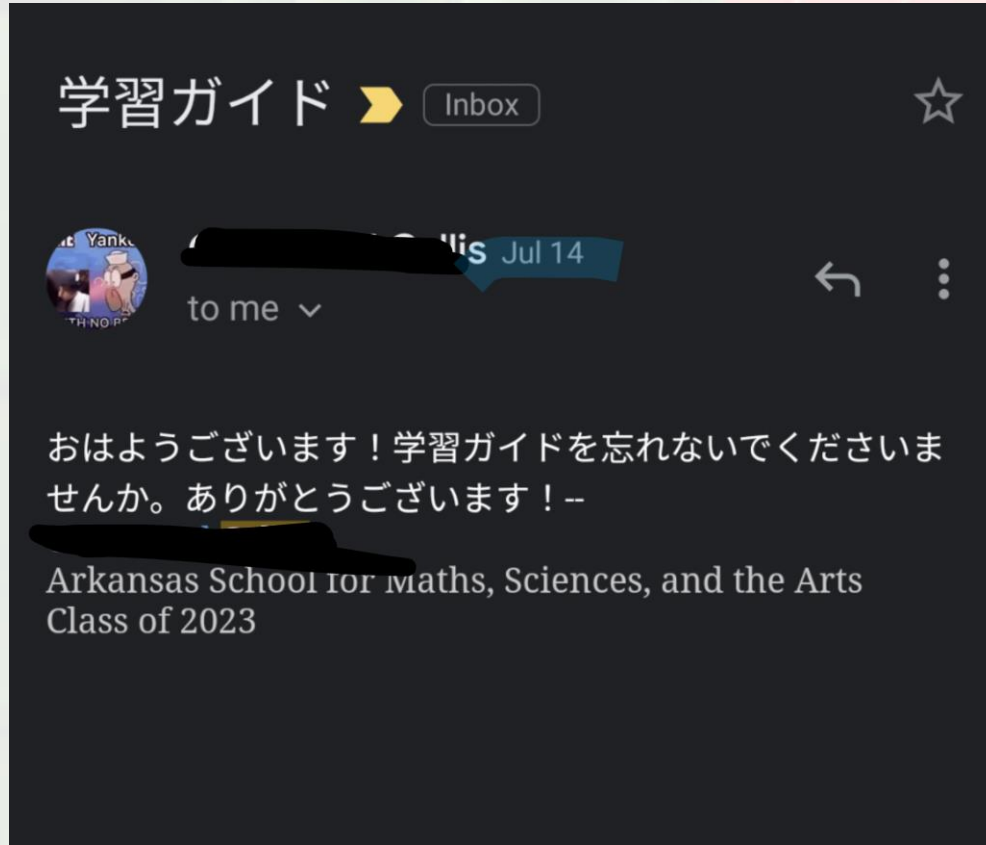
Show you care- it's the small things

Respect your own time



[Image Link](#)

Student Advocacy



SCAFFOLD!

- Teacher for students
- Teacher with students
- Students for themselves
- Students for the program



[Image Link](#)

日本語は家族です。 (Japanese [class] is family)



A photograph of a bamboo forest. Several tall, green bamboo stalks are visible. In the foreground, three red umbrellas are leaning against the bamboo stalks. The ground is covered with dry bamboo leaves and mulch. A semi-transparent dark green banner is overlaid on the image, containing the text.

Program Ecology and Teacher Vitality

YOSHIKO



Summer Intensive Japanese Program Overview

- ✓ 3 weeks residential program (2020-2021, 2 weeks online program)
- ✓ Partial Immersion program
- ✓ Tuition free
- ✓ 38 highly motivated students who have two years of FL learning experiences





Intensive Summer Program

2021 Virginia Governor's
World Language Academies



Teacher Recruitment

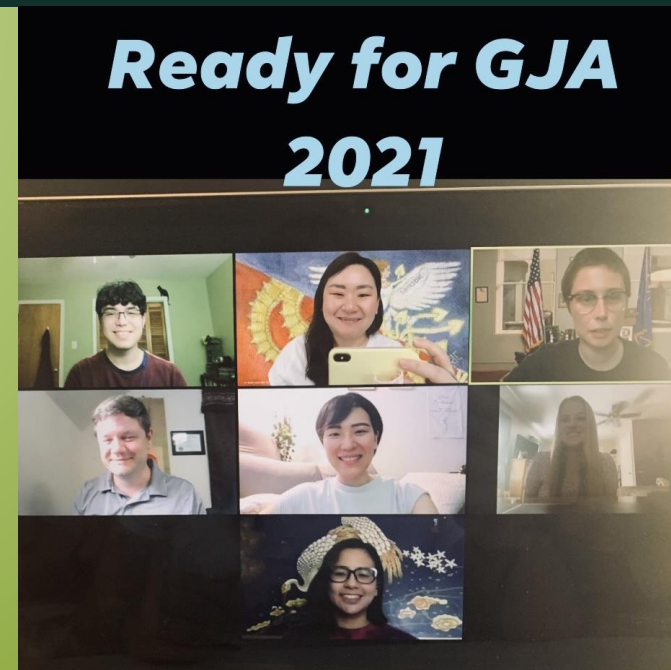
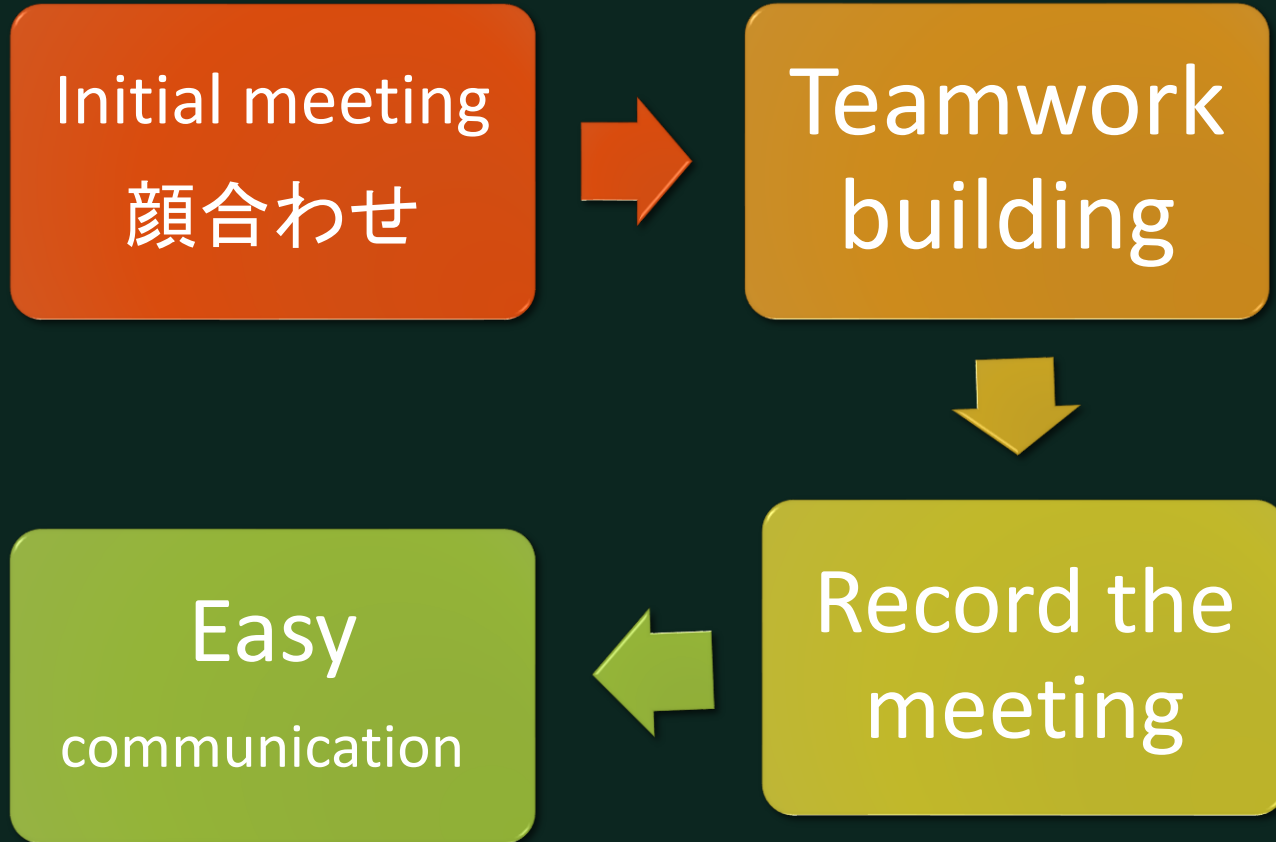
How does the candidate find the job opportunity?



Copyright@MAATJ



Onboarding Teachers





ほうれんそう



Supervision during
and after program

- Hou Ren So – Spinach?!
- LINE app
- Ochakai (Tea Party)
- Kouhai & Senpai

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Program Ecology and Vitality in Collaboration

TRACIE

LCTL – Tell them what you've got!



KCAI @KCArtInstitute · Apr 1

KCAI is the only independent arts college that offers Japanese language classes. Japanese Language & Cultural Lecturer Tracie Whiting Kipper has been teaching Japanese for 13 years!

Artwork by Kristina Duckson ('21 Illustration)
18r.it/AASw



Lead With Languages

Challenges

Self-doubt
&
Isolation



Other student
opportunities

\$\$\$\$\$\$\$\$

What I've done about it



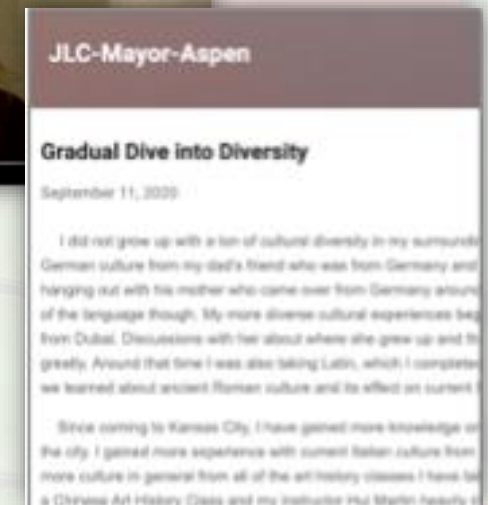
Lead With Languages



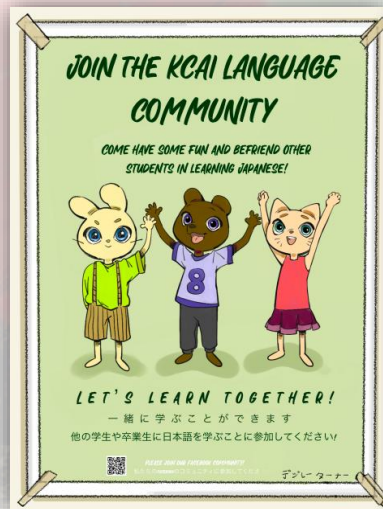
Portfolios



Blogs, Vlogs & Social Media



Posters!



Tell them what you've got!

- Add Project Value
- Develop a back-up course
- Promote amongst different stakeholders
- Find a niche!
- Apply for Grants
- Join a regional teachers' group... or make your own



A photograph of a bamboo forest. Several large, green bamboo stalks are visible, some leaning against each other. In the foreground, three red umbrellas are leaning against the bamboo stalks. The ground is covered with dry bamboo leaves and twigs. The background is a dense forest of bamboo stalks, with sunlight filtering through the leaves.

Managing Ecology, Promoting Vitality

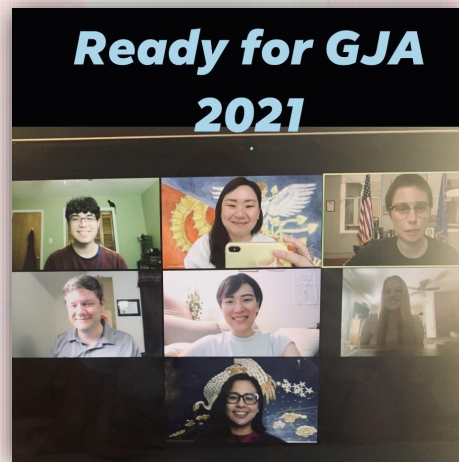
AMANDA

Managing Ecology, Promoting Vitality

Teacher & Curriculum
Development



Institutional Support
& Access



Engaged Students
(& Parents)

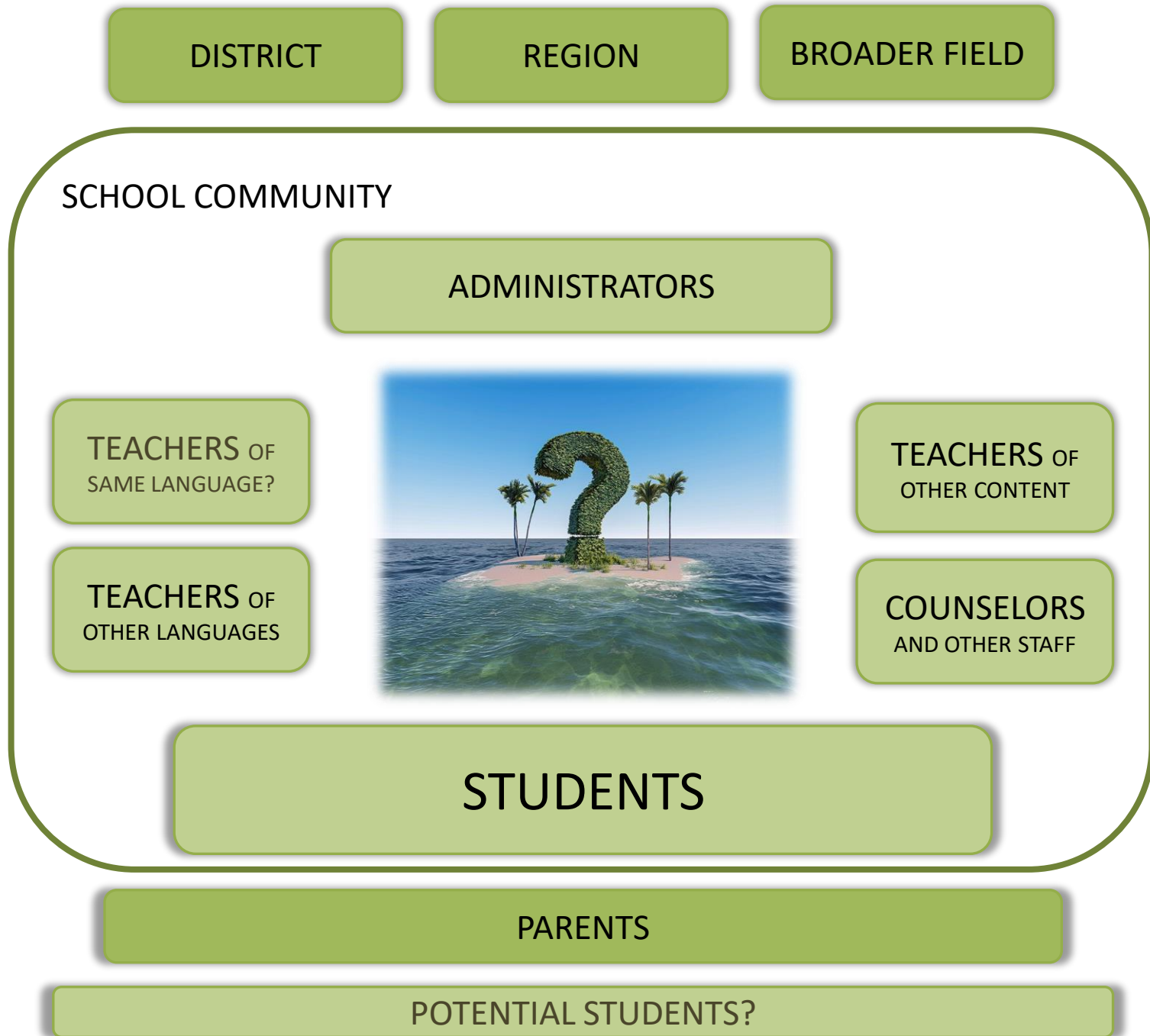


Stakeholder
Support

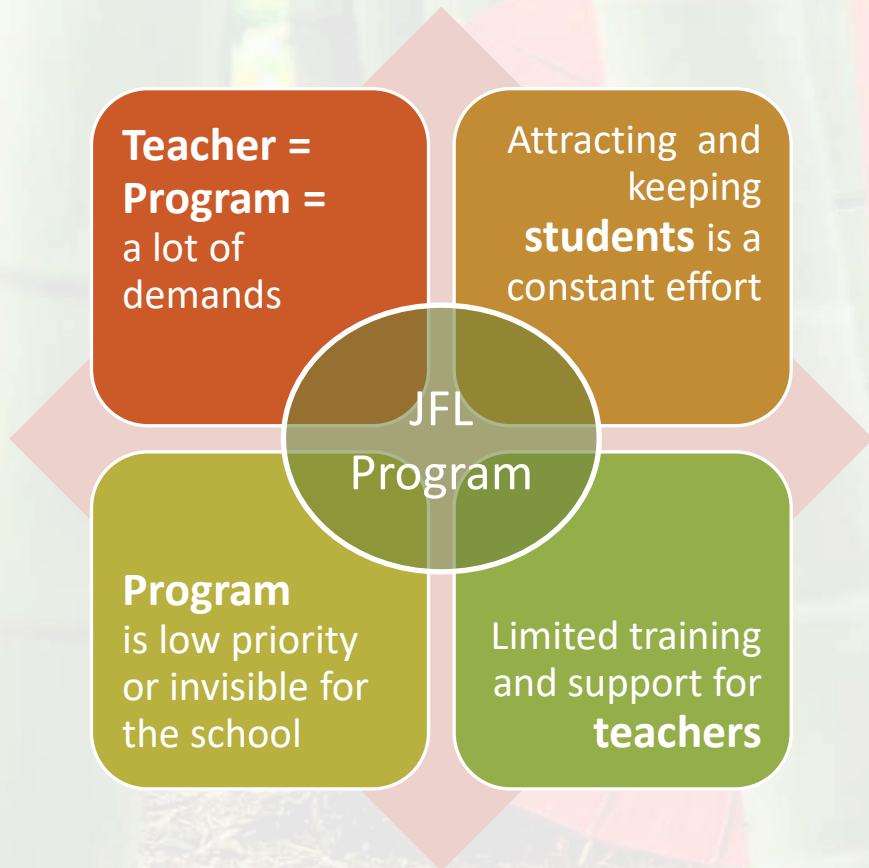


The Teacher is
the Core and
the Catalyst

You don't have to
be an island!



Managing Ecology, Promoting Vitality



Focus on your mission – proficiency!

- Teach effectively and demonstrate progress.

Encourage student investment

- Communicate meaningfully now (not just future) and build relationships. Let them contribute and lead.

Collaborate with other teachers

- Build networks beyond your department and school.

Plan for teaching AND promoting

- Design projects that create showcase material for your stakeholders – speak up and reach out!

Organizations and Advocacy Resources

ACTFL: <https://www.actfl.org/>

AATJ: <https://www.aatj.org/>

Japan Foundation: <https://www.ipf.go.jp/e/> Click to add text

NCOLCTL: <https://ncolctl.org/>

NFLRC Network – Language Resource Centers:

<https://nflrc.hawaii.edu/>

Coalition of Community-Based Heritage Language Schools

<https://www.heritagelanguageschools.org/coalition>

Lead With Languages: <https://www.leadwithlanguages.org/>





Ecology and Vitality of Language Programs
ADVOCATING FOR JAPANESE FLT

What questions do you have?

Contact Info & Interactions

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Yoshiko Himata Paris: YoshikoParis@rmc.edu

Tracie Whiting Kipper: twhiting@kcai.edu

Betty Brown: browne@asmsa.org

Presentation Website: <https://tinyurl.com/nesc92j9>

Jamboard: <https://tinyurl.com/mpcrnatk>



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Organizations and Other Links

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Virginia Department of Education

https://www.doe.virginia.gov/instruction/foreign_language/language_academies/

Virginia Governor's Japanese Academy. <http://www.vajapaneseacademy.com/>

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ありがとうございます！

THANK YOU!