



BRIDGES TO INNOVATION    PASSERELLES VERS L'INNOVATION

CESBA Conference | Conférence de CESBA

November 25-26 | 25 et 26 novembre

**Evidence-based *International Languages*  
advocacy, promotion, and program growth**

with

**Lesya Alexandra Granger**



# EVIDENCE-BASED IL ADVOCACY, PROMOTION, AND PROGRAM GROWTH



**Lesya Granger, M.A. Edu, Societies, Cultures and Languages**  
**Nov. 26, 2021 ~ CESBA IL sector day ~ virtual conference**







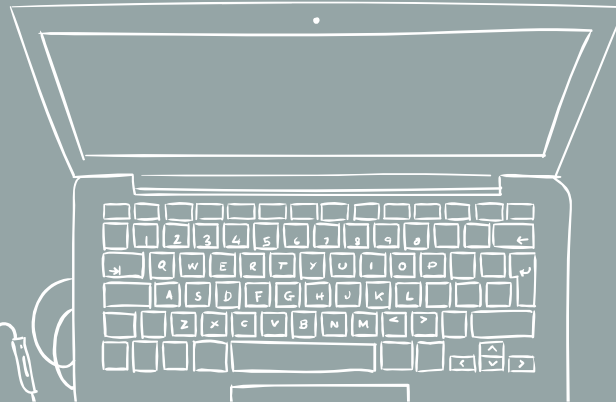
2020: *The Anishinabek Nation*

[https://www.anishinabek.ca/wp-content/uploads/2020/04/AN\\_Book.pdf](https://www.anishinabek.ca/wp-content/uploads/2020/04/AN_Book.pdf)

As we study settler and immigrant languages in our schools and in IL& IILE, we are reminded of the Indigenous languages that were spoken here before we arrived and that continue to be spoken on these lands.



It is important that we teach our students about Indigenous languages, cultures, and worldview, and that we actively invite Indigenous youth and leaders to our learning spaces.





## *WHO I AM*

# Lesya Alexandra Granger, MA, MA Ed.

**Retired ContEd IL administrator (CECCE)  
Education researcher and consultant**



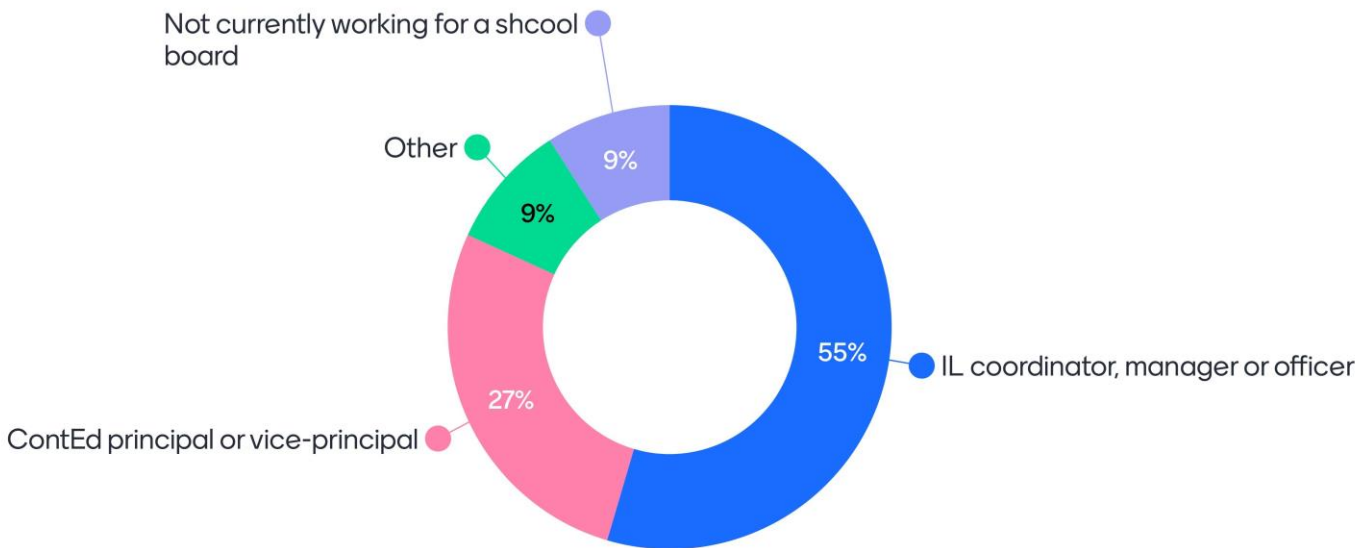
[lesya.alexandra.granger@gmail.com](mailto:lesya.alexandra.granger@gmail.com)



# WHO YOU ARE



## What is your position & your role related to IL?





# WHO WE ARE

## What language(s) do you speak?



Mentimeter



12



# Agenda

- ✓ Defining advocacy & promotion
  - ✓ Reviewing key research on IL
  - ✓ Program growth
    - ❖ Breakout room - discussion
- 
- 
- 
- 
- 



*International Languages Educators Association of Ontario*

- ✓ **Networking & professional engagement (events)**
- ✓ **Knowledge sharing (delivery; PD; training)**
- ✓ **Advocacy & Policy work**





# CESBA

IL COMMITTEE

- ✓ Admins
- ✓ ContEd (OME)
- ✓ Connection to school- & system-leaders
- ✓ Entrepreneurship & cost-effective management

*“represents, advocates for and supports adult and continuing education program staff”*

<https://cesba.com/about/#what-we-do>

## ...FOCUS ON ...



# ILEA

- ✓ Educators
- ✓ IL Subject Assoc.(OME)
- ✓ IL history & continuity
- ✓ IL data & IL research
- ✓ Working with communities, embassies & partners

*“to promote and advocate for multilingualism, recognition for language learning and opportunities for youth to gain global perspectives through various educational opportunities within school boards.”*

<https://ilea.ca/mission/>

# ADVOCACY & PROMOTION

*In North America, "second language teachers often find themselves defending the value of their subject; (...) answering the question "Why should I learn a second language? When will I need it?""*

O. Bilash, "Advocacy in Language Education"  
<https://bestofbilash.ualberta.ca/advocacy.html>



# Advocacy



# Promotion



- ✓ Action in support of an idea, institution or individual
- ✓ Defence and public support
- ✓ Rooted in an effort to effect change

TO REPRESENT



- ✓ Raise visibility
- ✓ Advertise (marketing)
- ✓ Inform (of existence, even!)

TO PRESENT



# Advocacy

## How do you advocate for your program specifically and/or for IL and plurilingualism?



Participate in CESBA and ILEA events

In-service training, partner with minority/identity support groups within board, help get the word out there via community/embassy/social events, take the time to explain and educate on the program and highlight benefits

We recognize multiculturalism in our schools and that students and their families connection on a community level needs to be supported and embraced.

Understand and advocate the importance of International and Indigenous languages and the vital impact on our communities. Seek personal and staff professional learning opportunities. Enhance processes, communication and collaboration

Work with community partners and agencies



# Advocacy



## How do you think CESBA should or could advocate for you and your program?

Add updated IL info to the new admin training event for ContEd principals and vice-principals

More funding and public awareness in the media about the available programs

Be the voice piece at the Ministry level to obtain better support and funding, to help forge bi-lateral partnerships with other boards, to help educate and promote IL to the school board and public sphere

cooperate with ILEA; provincial webpage of program location links;

Advocate for better funding to support instructors prep time and better hourly rates. Smaller classes ratio. Provide more leaning opportunities. Navigate possibilities of supporting IL programs to run both online and in person in future if needed.



# Advocacy: What outcome are you seeking and how to get results?

*"THE GREATEST NECESSITY -- AND TOP PRIORITY -- IS TO MAKE LANGUAGES AND LANGUAGE LEARNING PART OF THE PUBLIC CONVERSATION BEYOND FACULTY MEETINGS AND PROFESSIONAL CONFERENCES, AND FOR THAT, ACTIVE ENGAGEMENT OF LANGUAGE EDUCATORS, LANGUAGE SUPPORTERS AND PARTNERS, AND LANGUAGE ENTHUSIASTS IS ESSENTIAL."*

STEIN-SMITH, 2020, P. 477

VS.

ADVOCATING FOR ACTION RELATING TO  
CONCRETE SUPPORT, RESOURCES & FUNDING

Both require work from  
admins, but collaboration  
might help to streamline

# Intentional advocacy as leadership

SUPPORT YOUR TEACHERS and  
INSTRUCTORS

<https://www.leadwithlanguages.org/>

<https://www.amacad.org/publication/americas-languages>

American Academy of Arts and Sciences, 2017, *America's Languages: Investing in Language Education for the 21st Century*

*Advocacy in language education:*

<https://bestofbilash.ualberta.ca/advocacy.html>

*... and all kind of blogs. Ex.*

<https://blog.waysidepublishing.com/5-ways-to-advocate-for-language-learning/>

# SWOT analysis – IL advocacy @ CESBA

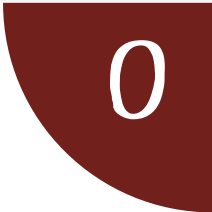
**STRENGTHS**

**WEAKNESSES**



**OPPORTUNITIES**

**THREATS**





# RECOMMENDED COMMUNICATION STRATEGY

FOR ADVOCACY

CESBA  
IL  
advocacy  
idea

CESBA  
IL  
meeting  
to  
discuss

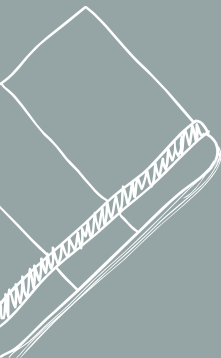
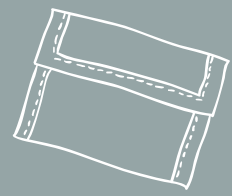
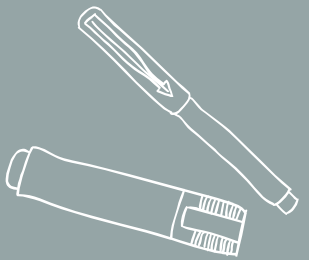
Contact  
ILEA

IDENTIFY MAIN ISSUE & DESIRED  
OUTCOME

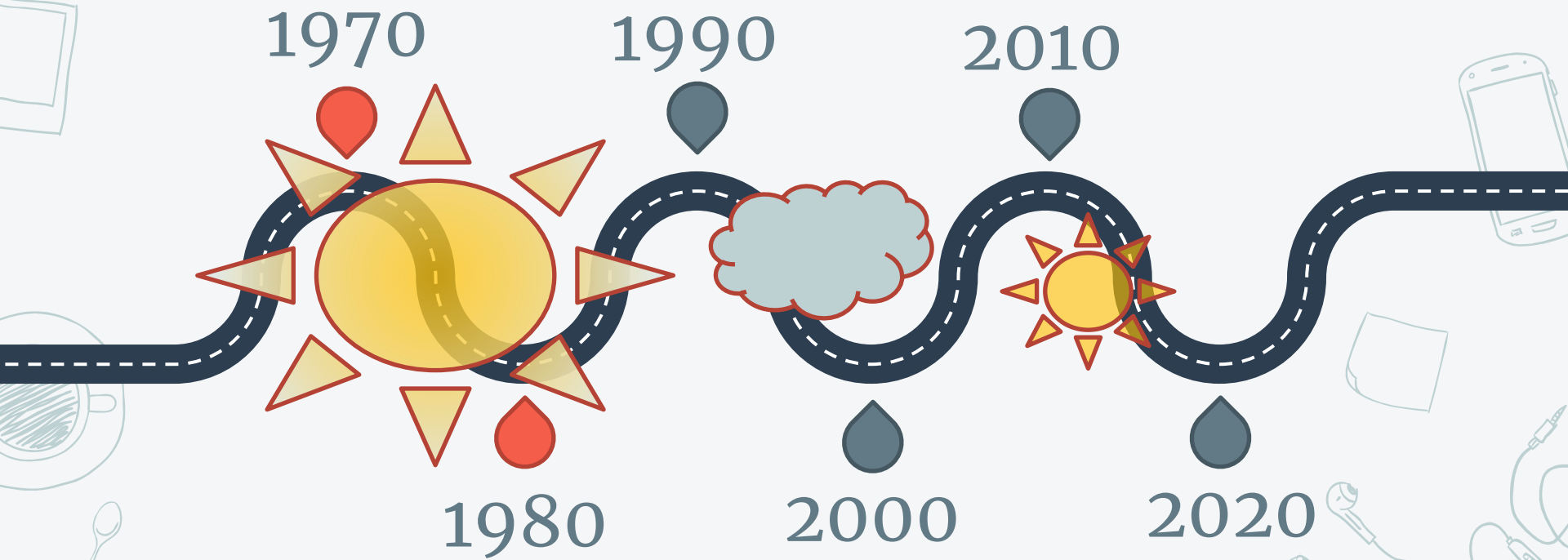
IDENTIFY KEY MESSAGE & SPECIFIC  
REQUEST

COLLABORATE TO UNDERSTAND  
PRECEDENTS & ENSURE  
CONSISTENCY

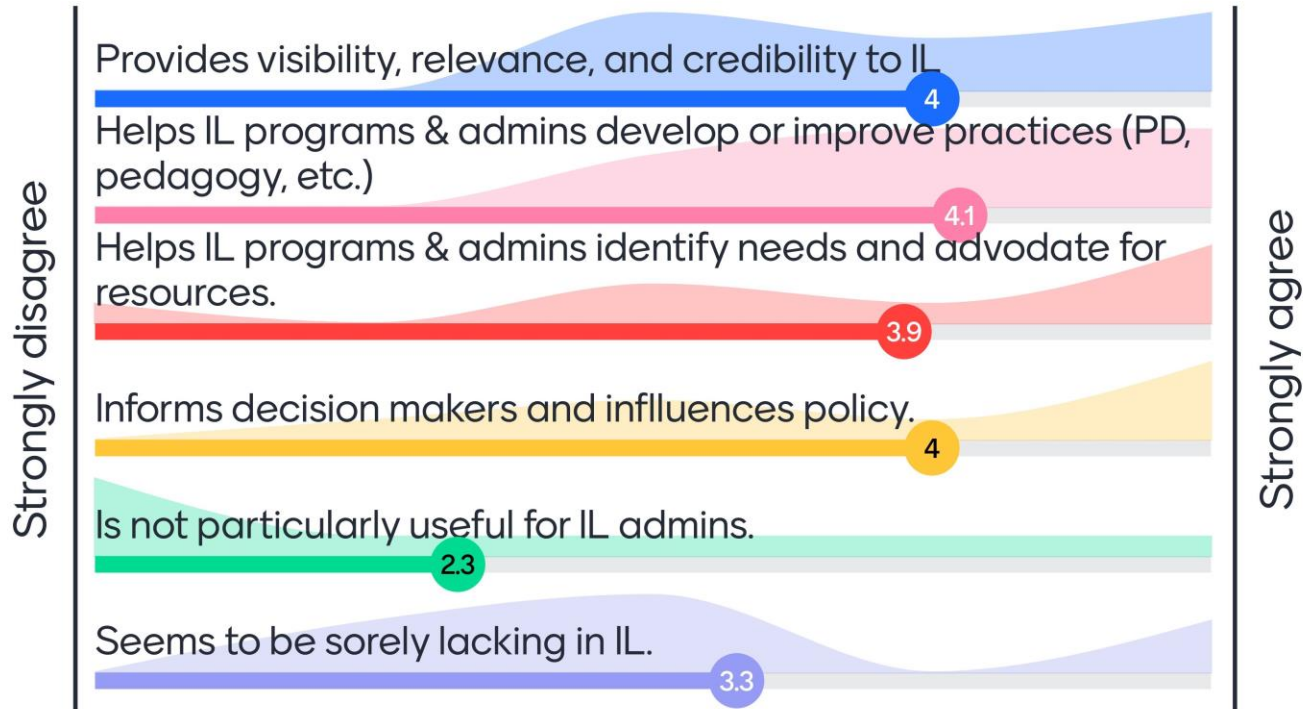
# RESEARCH ON IL



# HERITAGE LANGUAGES – INTERNATIONAL LANGUAGES



Indicate your position on the impact of IL research on your practice. Research (ex. academic studies, survey findings, conference presentations):



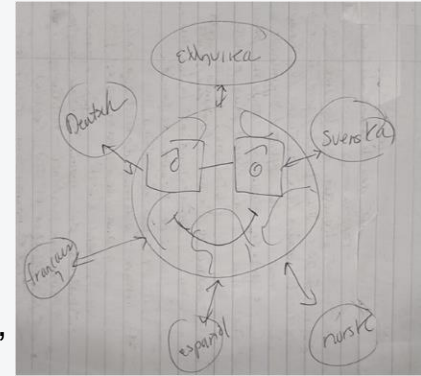
# Research: key findings

**Granger, 2020. *Perspectives of Ontario School Board Administrators on Fostering Plurilingualism in Secondary Level International Languages Classrooms.***

<https://ruor.uottawa.ca/handle/10393/41630>

Online survey (N=11) Interviews (N=4) Focus group session (N=4)

- PL & ML (CEFR in SLE in Ontario, Canada & internationally)
- IL & PL in the broader school system
- Teacher support: administrators' perspectives align with teachers'
- Student motivation & literacy
- Multimodal representations
- Collaborative PD & mentorship



# Resources & info documented in my thesis

- ✓ IL resources [link](#)
- ✓ Research surveys results; ILEA survey (2017); CESBA info
- ✓ OME documents related to IL
- ✓ OME references to PL & PL education in the 2016 curriculum
- ✓ Ontario ContEd & IL contexts described

# Research related to heritage & home languages

- JIM CUMMINS, 1985, 2014
- DANESI, 1990
- JEFF BALE, 2010

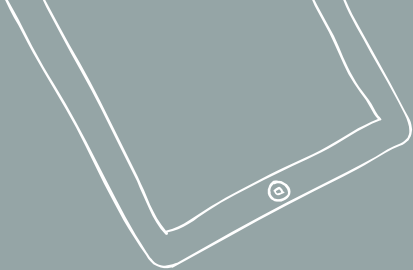
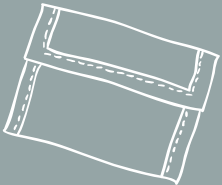
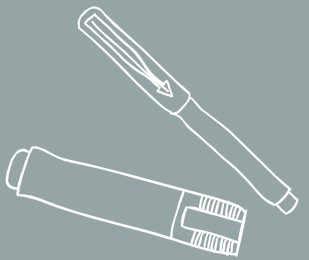
- ROMA CHUMAK-HORTBATSCH, 2012, 2017
- ENRICA PICCARDO, 2018
- PATRICIA DUFF, 2007, 2008
- JIM CUMMINS, 2014, 2018

- IMPORTANCE OF HERITAGE LANGUAGE EDUCATION IN OVERALL EDUCATION
- HISTORY & DEVELOPMENT OF HL IN ONT/CAN
- HL POLICY IN CANADA & ABROAD
  
- HOME LANGUAGE PRACTICES FOR EARLY CHILDHOOD EDUCATORS
- PL AND HL
- MULTILINGUALISM IN CANADIAN SCHOOLS
- TEACHING THROUGH A MULTILINGUAL LENS AND HL INITIATIVES IN ONT/CAN

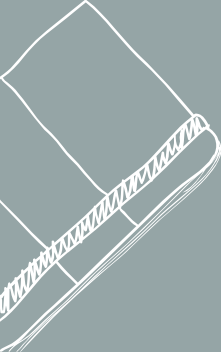
# Research about IL in Ontario

- Ambrosio, 2011, 2014
  - Aravossitas, 2014
  - Aravossitas & Oikonomakou, 2018
  - Granger, 2018, 2020
  - Slavkov, 2017
- IL secondary teacher and student needs
  - IL community assets
  - IL teacher needs (with some admin info)
  - IL administrators' perspectives on plurilingualism & their role in supporting IL secondary teachers
  - Family language policy (mentions IL)





# PROGRAM GROWTH



# What do you do to promote your program(s)?

Ads in community newsletters

Keep the IL website updated

We promote through social media, twitter, instamgram, FB, all our elementary schools websites, Board website, AC&CE website, e-newsletters, postcards and posters in the community.

Word of mouth, FB, community partners (internal & external), embassies, school board

Website, program guides, Instructors engaging cultural community

Online flyers. Board wide newsletters

Our ILE program is promoted via the Board's website, a flyer send to each elementary school, and through community contacts.

Messaging to GCs, printed info. postcards sent to all schools, website, sharing at admin. meetings, word of mouth.

School board website, school newsletters, local cultural groups

Working closely with the Community Representatives. Use of social media. Creation of flyers. Use of Board's Newsletter to make announcements.

Word of mouth; Board website; community centre connections;

same as last response

Connecting with communities and families. Website, social media platforms, marketing within community centers , schools, etc.Reach out to IL instructors/staff to promote IL languages among communities.



# How do (or would) you measure program growth?

Surveys

Compare enrollment numbers (past, present, projected)

Students registration numbers

Increase in student registration, feedback from students/parents/community, positive presence/reputation/acknowledgement within the school board or community, positive student outcomes from participation in program

Number of languages run, number of learners participating.

Enrolment numbers

Introduction of new languages.

enrollment



In what ways can IL admins encourage or put into action program growth? (ex. add a summer program, credit courses.)



## DEFINING & MEASURING QUALITY

- WHAT ARE YOUR PERFORMANCE MEASURES? AGAINST WHAT STANDARDS OR TO WHICH EXPECTATIONS DO YOU MEASURE SUCCESS AND QUALITY?
- HOW DO YOU MEASURE SUCCESS AND QUALITY? HOW DO YOU EVALUATE YOUR PRACTICES?
- WHERE DO YOU GET NEW IDEAS? ANSWERS AND SOLUTIONS?
- HOW MUCH ARE THESE WORTH TO YOU?
- WHERE DOES ADVOCACY FIT IN (YOUR APPROACH? YOUR LIMITED TIME & RESOURCES?)



# What new problems or challenges could rapid program growth present for IL admins?

Staff shortage (demand exceeds supply)

More work for already overstretched admins

Would need more admin staff

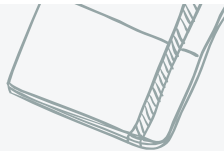
Enough qualified instructors, availability of proper educational resources

shortage of human resources, recruiting and onboarding teachers, difficulty planning if growth is unexpected or uncertain deterioration of quality (unless proper support measures are put in place), lack of physical space in classrooms, schools

Finding and keeping qualified instructors.

Adequate training for staff, esp. WRT teaching in a virtual learning environment.

pay rate competition between boards; pandemic challenges making instructors scarce





# OPERATIONALIZING PROGRAM GROWTH AND QUALITY

- **Operationalizing Growth**

- ✓ carefully planning balanced with action & entrepreneurial risk
- ✓ solid existing program delivery balanced with moving ahead while building on existing quality
- ✓ based on a plan
- ✓ ... will increase the work load

- **Measuring Growth**

- ✓ Enrolment numbers
- ✓ Number of languages
- ✓ Feedback (surveys, esp. on pedagogy/quality)
- ✓ Range of programs (summer, credit, other)
- ✓ Need to recruit additional teachers
- ✓ Growing admin team, adding tools
- ✓ Measure impact of training

***Develop a good rapport and working relationship with your finance officer / your board's finance department!***

### Key Partners

Who are our key partners, key suppliers and what do they provide for our key activities?

### Key Activities

What key activities do we require for our value propositions?

### Key Resources

What resources do we need?  
 - Physical, human, financial, intellectual.

### Value Propositions

What value do we deliver?

What problems do we solve? What needs do we fill?

What services & products do we provide to different customer segments?

### Customer Relationships

What type of relationships do our clients expect us to establish and maintain? Which ones do we offer? What is the cost? How many key resources does it require?

### Customer Segments

Who are our clients? For whom do we create value?

### Channels

How do our clients prefer to be reached? How are we currently reaching them? Which work best? Which are most cost-effective?

How do we deliver our value propositions?

### Cost Structure

What costs do our value propositions require? What are the costs associated with our key activities and key resources?

- Fixed costs, variable costs
- Economies of scale, economies of cost

### Revenue Streams

How much does each revenue stream contribute to the overall revenue and the overall budget?



## CASE STUDY: SECONDARY IL

- CONTINUITY BETWEEN IILE, IL SECONDARY, AND POST SECONDARY  
(MODERN LANGUAGES; SLE IN FACULTIES OF EDUCATION, BILINGUALISM INSTITUTE, MODERN LANGUAGES, ETC.) "LIFE LONG LANGUAGE LEARNING" - AT THE CENTER OF IL ENDURING IDEAS
- CURRICULUM (CREDIBILITY, OME COMMITMENT, PERMANENCE)
- PEDAGOGY: INDIGENOUS CONNECTIONS AND INTERCULTURAL AWARENESS (PL EDUCATION)
- COURSE OUTLINES: OME REQUIREMENTS++ (ADDITIONAL INFO FOR PARENTS, STUDENTS)
- CREDIT TEACHER PD (OME FUNDED)
- HIRING PRACTICES & REQUIREMENTS (SPECIFIC; DIFFERENT FROM IILE)
- ADVOCACY & PROMOTION

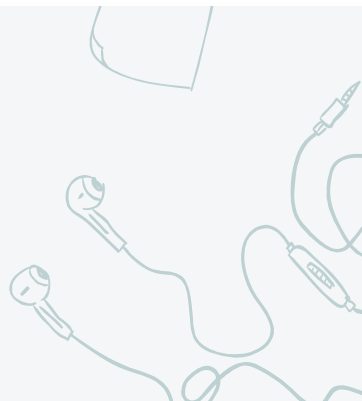


# Questions or topics you recommend for Friday's presentation or discussion on IL advocacy, promotion, and program growth:

Training of instructors

How boards can work together to share resources/support/knowledge; how can we combine all our voices to advocate louder and more effectively

provincial communication strategy



# THANKS!

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**Language  
Action  
Hub**



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