



What You Need to Know to Teach Portuguese in Your School

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12-04-20

Session Outcomes

Attendees will:

1. Become better acquainted with the need for Brazilian Portuguese speakers;
2. Consider important tips to ensure the successful implementation of a K-12 program; and
3. Learn how to secure an Ohio license to teach K-12 Portuguese.

To Begin...

...What is the Need for Portuguese in Ohio and Elsewhere?



2019 Survey of Employers

9 out of 10 
rely on employees with
language skills other than English

56% 
say their foreign language demand
will increase in the next five years

Most In-Demand Foreign Languages Reported by U.S. Employers



The Foreign Language Skills Gap*



1 in 3

foreign language-dependent U.S.
employers reports a **language skills gap**



1 in 4

U.S. employers lost business due to
a **lack of foreign language skills**

**A foreign language skills gap occurs
when an employer has foreign language
needs that are not currently met by its
employees.*

Top

5

Departments
with greatest foreign language skills need



1. Customer service



2. Sales



3. Marketing



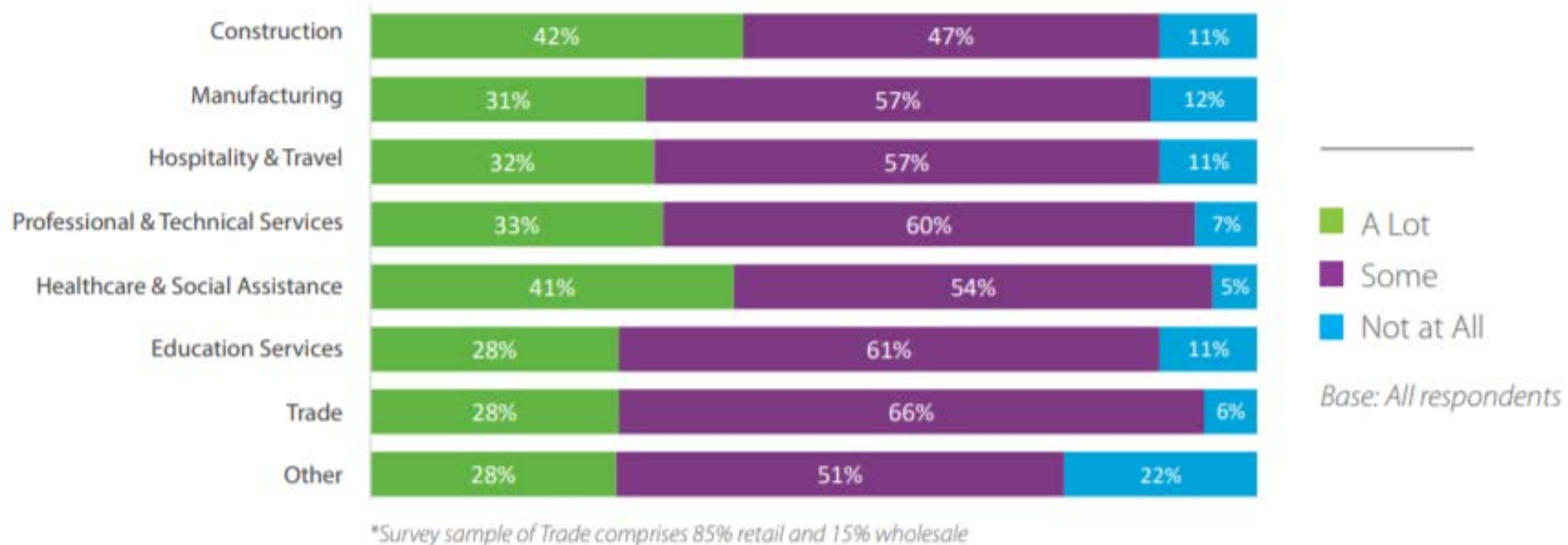
4. Management



5. IT

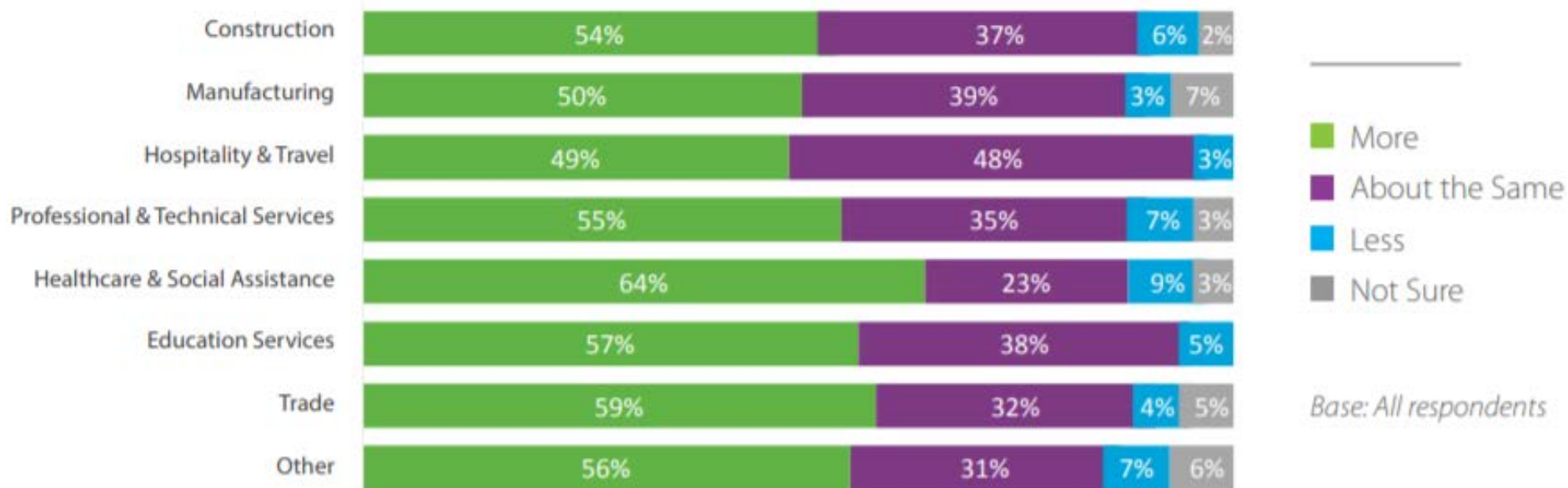
2019 Survey of U.S. Employers

Figure 3: Reliance on U.S.-Based Employees with Foreign Language Skills, by Sector



2019 Survey of Employers

Figure 6: Future Demand for Foreign Language Skills, by Sector



Base: All respondents

*Survey sample of Trade comprises 85% retail and 15% wholesale

Demand for Specific Foreign Languages, by U.S. Employers with Domestic-Only vs. International Foreign Language Needs



Source: *Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers*. 2019. American Council on the Teaching of Foreign Languages.

Language Magazine (2017)

“U.S. Demand for Portuguese Increasing”

Indicators:

- Universities nationwide are having difficulty keeping up with the increased interest in Portuguese.
- Polls show students are interested in Portuguese as a means to get ahead in the business world.
 - The demand for business Portuguese by university students has more than tripled in the past ten years.
- In 2019, Brazil was the 5th fastest-growing source of foreign direct investment in the U.S.
- # of K-12 Portuguese immersion programs are increasing dramatically nationwide.

Additional Indicators



Supporting U.S. Jobs

91,800

Number of U.S. workers employed by U.S. affiliates of majority Brazilian-owned firms in 2018.



Investing in Innovative R&D

\$37.0 million

Value of research and development (R&D) spending by U.S. affiliates of majority Brazilian-owned firms in 2018.



Expanding U.S. Exports

\$5.7 billion

Value of U.S. goods exports by majority Brazilian-owned firms operating in the United States in 2018.

Sources: Bureau of Economic Analysis (latest available as of November 19, 2020), fDi Markets (data from October 2010 - September 2020)

Source: <https://www.selectusa.gov/servlet/servlet.FileDownload?file=015t00000003DAA>

TOP 6 INDUSTRY SECTORS

*By # of announced Brazilian FDI
projects in the USA*

- #1 Software & IT Services
- #2 Financial Services
- #3 Food & Beverages
- #4 Chemicals
- #5 Metals
- #6 Business Services

Source: <https://www.selectusa.gov/servlet/servlet.FileDownload?file=015t00000003DAA>

Ohio's Growing Language Needs

- Arabic (1 & 2)
- Brazilian Portuguese (1)
- Chinese (1 & 2)
- Hindi (1 & 2)
- Korean (1)
- Nepali (2)
- Russian (1)
- Somali (2)
- Spanish (1 & 2)
- Swahili (2)

Factors

- (1) Growing business opportunities
- (2) Significant immigration

Ohioans Employed By Brazilian Companies

Brazil	Total Establishments	10	Total Employment	548
Body Shop, The	Dublin	Franklin	20	Natura Cosmetics SA
Brasfond USA Corp.	Wooster	Wayne	18	Brasfond Fundacoes Especiais S/A
Maxion Wheels Akron LLC	Akron	Summit	150	lochpe-Maxion S/A
New Avon LLC	Blue Ash	Hamilton	200	Nutura Cosmetics SA
Scott Systems International, Inc.	Marion	Marion	20	JBS S.A.
St Marys Cement Co	Cleveland	Cuyahoga	40	Hejoassu Administracao, S/A
Valfilm North America Inc.	Findlay	Hancock	100	ValGroup Packaging Solutions

SOURCE: *International Corporate Investment in Ohio Operations*. Research Office, Ohio Development Services Agency. June 2020.

Ideal Program Models

- One-Way K-12 Immersion Program

K-1: 100% Immersion

2-3: 80% Portuguese - 20% English

4-5: 70% Portuguese - 30% English

6-8: 50% Portuguese - 50% English

9-12: Not < 30% Portuguese

- Traditional World Language Program

FLES → Middle School → High School

National Examinations in World Languages (NEWL), developed by the American Councils for International Education recommended for use for post-secondary credit and placement in Portuguese.

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	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	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	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	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+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	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			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+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	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 Language learners following 4-year high school sequence or 2-semester college sequence Language learners following an immersion language program in Grades K-6
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low				
Novice High	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>	<p>Immersion (10-12 years)</p> <p>AP / I.B. (4-5 years)</p> <p>Honors Diploma Earner (3 years)</p> <p>Typical OH K-12 Language Learner (2 years)</p>	<ul style="list-style-type: none"> Language learners following content-based language program in Grades K-6
Novice Mid	0			<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low				

*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.



Adding Licensure in Portuguese

In Ohio, there are two licensure routes to obtain additional licensure in Portuguese:

1. **Traditional Route:** Work with a university that has a Portuguese teacher licensure program. Complete the university's requirements to obtain their recommendation for adding the additional licensure. The educator would need to reach out to a college/university with the licensure program to find out what their requirements would entail.
2. **Supplemental Route:** If an Ohio school hires the educator to teach in an area not on their standard teaching license, like Portuguese, then that educator could pursue the supplemental route to obtain the additional licensure. Here is the webpage that explains the supplemental route to Multi-Age P-12 licensure:

<https://education.ohio.gov/Topics/Teaching/Licensure/Supplemental-License/Adolescence-to-Young-Adult-or-Multi-Age-Supplement>

Portuguese Proficiency Requirements

- PreK-12 world language licensure requires that you minimally demonstrate an *Intermediate Mid* level of proficiency on both the ACTFL OPI and WPT.
 - Many states require *Advanced Low*.
- The Department's minimum proficiency recommendation for immersion content teachers is *Advanced Mid* on the ACTFL proficiency scale.
 - Schools set their own requirements in Ohio.



Questions?

For assistance in Ohio, contact:

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