



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Discourse

NEWSLETTER OF THE LANGUAGE FLAGSHIP

FALL 2012

The Broader Impact of The Language Flagship

Since its inception in 2002, The Language Flagship set its sights high: to transform language learning in the United States. It has pursued this goal over the past 10 years by spreading the Flagship principles and curriculum at its grantee campuses and leading the movement toward a nationwide network of higher-education institutions committed to advanced-level language learning. Other language programs on Flagship campuses already have implemented Flagship methods without direct support from The Language Flagship.

Inspired by the energy and success of two resident Flagship programs, several language programs at the University of Texas at Austin (UT–Austin) have adopted core Flagship principles. “As of 2007, UT–Austin has two Language Flagship Centers: one for Arabic, and the other for Hindi and Urdu,” says Esther Raizen, associate dean for research in the College of Liberal Arts. “The Arabic Flagship Program is fully integrated with the regular Arabic program at UT–Austin and as such has helped shape the Arabic program in all its facets, from curriculum development to assessment to instructional strategies and teacher training. The Language Flagship has likewise affected the other programs in the Department of Middle Eastern Studies (Hebrew, Persian, and Turkish), charting new paths in the development of instructional materials and pedagogy training of graduate students as well as in the training of undergraduate students.”

The Flagship influence at UT–Austin also is evident in the Texas Language Center, where Thomas Garza and colleagues promote and organize intensive courses of instruction, on campus and overseas, to mirror the saturated instruction of the Flagship programs. The College of Liberal Arts at UT–Austin now offers intensive language courses in Arabic, French, Hebrew, Italian, Latin, Persian, Russian and Turkish that allow students to attain a higher level of proficiency in 1 year than they would in 2 years in the normal



Students at the University of Texas at Austin experience Flagship-style learning in Persian Summer Institute classes.

UNIVERSITY OF TEXAS AT AUSTIN

language track. “With fewer financial resources available to support the educational missions of language departments, we have instituted a rethinking of past intensive methods of instruction for our language programs in order to create innovative models of instruction to revitalize traditional foreign language study,” says Garza. “We have seen great initial results, including an unprecedented level of retention in our programs as well as high levels of language proficiency in shorter time frames. While considerably more longitudinal studies are required, the initial results have been very encouraging, not only for the health of the language program itself but for the goal of attending to increased proficiency gains in our domestic and abroad programs as well.”

Students of Japanese at the University of Oregon (UO) enjoy Flagship-style approaches in the form of advanced content and proficiency testing. Articulated language classes, content-rich curriculum, and a year of direct enrollment at Meiji University in Tokyo are other elements of the Japanese Global Scholars program borrowed directly from the UO Chinese Flagship Program.

Inspired by the success of the Chinese Flagship and Japanese Global Scholars program, three other UO language programs have decided to adopt Flagship principles: French, German, and

Rhode Island Launches Language Roadmap

In December 2011, representatives from Rhode Island’s business, education, and government sectors gathered to assess and define the present and future need for language and cultural skills in the state’s workforce at the Rhode Island Language Summit. Sponsored by The Language Flagship in partnership with the University of Rhode Island (URI) Chinese Language Flagship Partner Program, the URI International Engineering Program, and the URI College of Arts and Sciences, the summit yielded state-level recommendations and a Rhode Island Roadmap to Language Excellence.

To generate public awareness about the initiative, the Rhode Island Roadmap to Language Excellence was launched at the Rhode Island State House on June 8, 2012. At this event, URI College of Arts and Sciences Dean Winifred Brownell welcomed attendees, introduced the Language Roadmap process and purpose, and highlighted the importance of community involvement. Senator Jack Reed (D-Rhode Island) commented on the increasing need for language skills and cultural understanding to help ensure long-term national security, prosperity, and peace.

A primary aim of the Rhode Island Language Roadmap is to enhance the language and cultural



Senator Jack Reed (D-Rhode Island; at podium) speaks at the launch of the Rhode Island Language Roadmap. (Seated, left to right: Dean Winifred Brownell, URI College of Arts and Sciences; John M. Grandin, director emeritus of the URI International Engineering Program; URI President David M. Dooley.)

ROBYNN BUTLER

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The Broader Impact ... (from page 1)



PORTLAND STATE UNIVERSITY

Portland State University Russian Flagship students prepare costumes for a Russian New Year Celebration.

Spanish. In fall 2012, UO launches the Global Scholars language programs, the heart of which is a 450-resident Global Scholars Hall for students of Chinese, French, German, Japanese, and Spanish. These language programs have recognized the success of The Language Flagship and are incorporating the essential principles—content-rich curriculum, language sequences, overseas direct enrollment, proficiency testing, and immersion-style living—that can enable students to reach professional-level proficiency by graduation. UO has created an environment that promotes the dynamic exchange of language and culture between programs; within the multilingual, culturally immersive residence hall; and among the entire university community. “The new Global Scholars programs are a very exciting development here at UO, and response has been excellent,” says Carl Falsgraf, principal investigator of the UO Center for Applied Second Language Studies.

The Portland State University (PSU) World Languages and Literatures (WLL) Department has implemented a Russian Flagship program and is working on similar programs in Japanese and other languages. The Flagship elements that have attracted the most interest from these language programs are content-based instruction and language-across-the-curriculum courses aligned with the university’s general education program. After a 2012 workshop aimed at sharing Flagship principles (cohosted by PSU’s WLL Department and the Middle Eastern Studies Center), workshop participant Anousha Sedighi, associate professor of Persian, said, “The Flagship presentation was extremely useful for ideas about how to incorporate content-based materials into our courses. I expect to be able to apply many of these concepts in my own classes as the Persian program develops.”

Also at PSU, Vice Provost for International Affairs Patricia Wetzel (professor of Japanese) and WLL Department Chair Jennifer Perlmutter (associate professor of French) are enthusiastic about developing new language-across-the-curriculum courses to better meet the needs of advanced speakers of world languages, including heritage speakers. “The Language Flagship model has provided a methodology for moving language instruction outside of the traditional language class and integrating it into the fabric of the university,” says Perlmutter. “It is a transformative change.”

The Flagship model integrates intensive communicative practice with a focus on language in context. Essential elements include guided interventions through articulated sequences, content-based learning, regular proficiency testing, and mandatory high-level overseas immersion. The



UNIVERSITY OF OREGON

University of Oregon Chinese Flagship students participate in a dragon boat festival—one of the many residential life events on campus.

Flagship vision is that all campuses and language programs can enable students to achieve advanced-level proficiency and that all students can achieve professional-level proficiency with a critical overseas program element to their education. At events like the upcoming Increasing Language Proficiency at the Postsecondary Level Using Flagship Principles workshop (see ACTFL Preconvention Workshop, page 3), the directors of domestic Flagship programs will share their experiences in an effort to continue to spread the word about the Flagship approach to language learning.

The campus programs highlighted here find that the adoption of Flagship strategies for language teaching allows them to effectively replicate Flagship outcomes with limited investment. The hope and intent is that other institutions will follow their lead and achieve similar successes.

Word from Flagship

Sam Eisen
Director
The Language Flagship



INSTITUTE OF INTERNATIONAL EDUCATION

This year, as it celebrates its 10-year anniversary, The Language Flagship is reaching out across campuses and states with the message that U.S. students can learn difficult languages to advanced proficiency and use those language skills in any profession. In May 2012, I visited a third-grade class in the Mandarin Chinese Immersion Program of the Portland Public School system in Oregon (coordinated by Flagship alum Christina Li, featured in this issue of *Discourse*). We observed students—most of whom were not heritage Chinese learners—completing biology projects on the life cycle of the butterfly entirely in Chinese. My Chinese Flagship colleagues remarked on the high quality of the students’ tones and fluency. With Flagship support, the Portland Public School system has implemented an articulated K–12 Chinese immersion program and regularly sends graduates with an advanced level of language proficiency on to study in the University of Oregon Chinese Flagship Program.

The state of Utah is developing an articulated K–16 Chinese dual-language immersion program and leading a coalition of states and local education agencies in spreading the model nationwide. The energy of this initiative is captured well in the editorial by Ruta Couet of the South Carolina Department of Education. With Flagship sponsorship, the Utah K–12 Flagship Consortium provides a support network as well as curriculum and training resources to improve language programs in any region of the country.

In fall 2012, The Language Flagship is concentrating on outreach and dissemination at the postsecondary level with the Results 2012 meeting (sponsored by Hunter College in New York City) and a workshop on Flagship-style methods (in partnership with the American Council for the Teaching of Foreign Languages in Philadelphia). To prove the validity of the Flagship model, we must show that intensive language learning is possible for students of any major, on any campus in the country. Examples in this issue highlight merely the start of this movement to implement a new paradigm for advanced language education nationwide.

Rhode Island ... (from page 1)

capabilities of its students, making them more competitive in the global economy. The URI International Engineering Program currently allows students to study both engineering and a foreign language and to apply their technical expertise while improving their language skills in internships overseas. This approach enriches the high-level engineering training of students who will be working in a global business environment after graduation. The Rhode Island Language Roadmap envisions all of Rhode Island's students having this type of opportunity and every high school graduate in the state being proficient in English and at least one foreign language by 2030.

The success of a state Language Roadmap strongly depends on community support and enthusiasm. If media coverage is any indication, then Rhode Island is taking great strides toward a successful language education plan. Coverage in *The Providence Journal* calls for local businesses to contribute to funds that would enable schools to start language education programs, and *Providence Business News* interviewed local bilingual business and education leaders in support of the initiative.

The Rhode Island initiative is the fifth state Language Roadmap sponsored by The Language Flagship. The Language Flagship is committed to supporting these and other state-level initiatives to develop the multilingual workforce necessary for American economic competitiveness and national security.

The Rhode Island Roadmap to Language Excellence seeks the statewide collaboration of leaders in education, business, and government. For more information or to get involved, please contact Erin Papa at (401) 874-5566 or ri.languageroadmap@gmail.com.



Sigrid Berka, director of the URI International Engineering Program (at podium), moderates the panel of multilingual professionals. (Seated, left to right: Thomas Dougherty, vice president of Nortek, Inc.; Michael T. Byrnes, president of Middle Kingdom Advisors; Antonio Barajas, emergency room physician at Roger Williams Medical Center.)

Op-ed: Flagship K–12 National Dual-Language Immersion Model

Ruta Couet
Education Associate for World Languages, South Carolina Department of Education

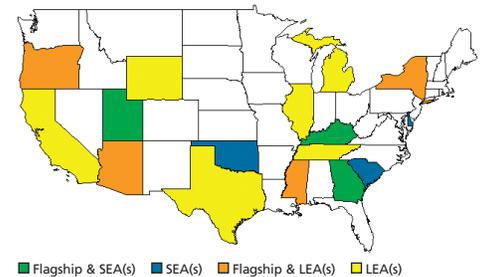


RUTA COUET

Sponsored by The Language Flagship and headed by Brigham Young University (BYU) and the Utah State Office of Education, the Utah K–12 Flagship Consortium is navigating uncharted territory in creating a ground-breaking Chinese dual-language immersion framework. Five state departments of education—Delaware, Georgia, Kentucky, Oklahoma, and South Carolina—have partnered with the consortium to develop a national model of a well-articulated, replicable K–16 pathway that aims to prepare a generation of plurilingual professionals for the realities of the 21st century. The Language Flagship's vision assembles an unusual cast of characters: university professors, state and local education agency personnel, and school administrators and teachers. Can these consortium partners develop a seamless K–16 experience that culminates in the achievement of professional-level language proficiency with undergraduate Flagship programs? They are taking a leap of faith, believing that it not only can be done but also must be done.

As South Carolina's representative to the consortium, I can attest to the need for better world language programs in our schools. South Carolina will need a plurilingual citizenry to compete globally. The state job market depends heavily on foreign investment and U.S. subsidiaries of foreign companies, and the state is home to Fort Jackson (the largest army training center in the United States), the Charleston Naval Complex, and Shaw Air Force Base. The most cost-effective way to achieve a plurilingual citizenry is to make dual-language immersion programs a bona fide option in schools. To a small state with few world language coordinators and a limited infrastructure for curriculum and professional development, the task might appear overwhelming. However, the road to proficiency looks decidedly less daunting with access to the Flagship program model, curriculum, and training as well as a network of determined, committed educators across the country.

What does the focused vision of the Utah K–12 Flagship Consortium mean for the students of South Carolina and other partner states? They can expect to benefit from the numerous well-documented gains in literacy, math, problem solving, and divergent thinking that are associated with language learning as well as the national successes of the Flagship model.



Utah K–12 Flagship Consortium members include Flagship institutions, state education agencies (SEAs), and local education agencies (LEAs).

GREGG ROBERTS

ACTFL Preconvention Workshop: Increasing Postsecondary Language Proficiency

On Nov. 15, 2012, in partnership with American Council on the Teaching of Foreign Languages (ACTFL), the directors of six Flagship programs will conduct a workshop entitled Increasing Language Proficiency at the Postsecondary Level Using Flagship Principles. They will highlight practices that can be used on any campus to create Flagship-style language learning relevant to all disciplines and content areas and will explain how their undergraduate programs were redesigned to enable students to achieve the ACTFL Superior level of proficiency by graduation. Participants will discuss how to implement the essential Flagship components on their own campuses. Topics of special interest will include integrated proficiency assessments, content-based instruction, effective elements of intensive summer programs, and high-level overseas immersion experiences. In-depth discussion will address how to overcome the challenges of overseas study, including directed language instruction, direct enrollment, and internships. Presenters will include Diana Murphy of the University of Wisconsin, Mahmoud Al-Batal of the University of Texas at Austin, Sandra Freels of Portland State University, Carl Falsgraf of the University of Oregon, Dana Bourgerie of Brigham Young University, and Maria Letic and Dan Davidson of the American Councils for International Education. To participate in this workshop, register through the ACTFL website (<http://www.actfl.org>; discounts are available through Oct. 24, 2012) or on site. For more information, call (508) 743-8561 or email ACTFL@xpressreg.net.

ROBYNN BUTLER

Grateful Grad Gives Back

A 2010 University of Oregon graduate with bachelor's degrees in Asian studies and business administration, Christina Li is working as the K–12 Chinese Flagship coordinator of Mandarin Chinese Immersion programs in the Portland (Oregon) Public Schools (PPS) system. The broad goal of PPS immersion is to demonstrate that Chinese immersion in elementary school with continued study in middle and high school can produce large numbers of graduates who will have advanced-level Chinese language skills as they begin college. Motivated by her time abroad on The Language Flagship Capstone program in Nanjing, China, Li uses her skills to give back to the movement that helped her achieve her own language goals. "To be able to help others achieve their goals through my work with this program is inspirational," says Li. Coleading the PPS middle school summer program in Yunnan, China, Li shares her Flagship experience and encourages students to continue studies in a Flagship undergraduate program. This fall, four 2012 PPS graduates are enrolled in the University of Oregon Chinese Flagship Program.

Student enrollment in the PPS Mandarin Chinese Immersion program grew nearly 25% from fall 2010 to 991 students in fall 2011. The program adds two schools in fall 2012, bringing the total to three elementary, three middle, and three high schools. What's more, the program goals reach far beyond Oregon. "People come from all over the United States to visit us as we are the nation's first K–12 Chinese Flagship Program," says Li. "We share with educators and other programs our curriculum, challenges, and lessons learned."



Chinese Flagship graduate Christina Li

CHRISTINA LI

Flagship Centers

Arabic

Michigan State University

University of Maryland,
College Park

University of Michigan,
Ann Arbor

University of Oklahoma

University of Texas, Austin

Alexandria University, Egypt¹

Chinese

Arizona State University²

Brigham Young University

Hunter College

Indiana University, Bloomington

San Francisco State University

University of Mississippi

University of Oregon

University of Rhode Island

Western Kentucky University

Nanjing University, China³

Hindi Urdu

University of Texas, Austin

Jaipur Hindi Center, India⁴

Lucknow Urdu Center, India⁴

Korean

University of Hawai'i, Mānoa

Korea University, South Korea⁴

Persian

University of Maryland,
College Park

Ankara University, Turkey¹

Portuguese

University of Georgia, Athens

São Paulo State University, Brazil⁴

Russian

Bryn Mawr College

Portland State University

University of California,
Los Angeles

University of Wisconsin, Madison

Saint Petersburg State University,
Russia¹

Swahili

Indiana University, Bloomington

State University of Zanzibar,
Tanzania¹

Turkish

Indiana University, Bloomington

Ankara University, Turkey¹

Pilot Flagship/ROTC Centers

Arizona State University

Georgia Institute of Technology

North Georgia State College
and University

The Flagship Mission

The Language Flagship leads the nation in designing, supporting, and implementing a new paradigm for advanced language education. Through an innovative partnership among the federal government, education, and business, The Language Flagship graduates students who will take their place among the next generation of global professionals, commanding a superior level of proficiency in one of many languages critical to U.S. competitiveness and security.

What Do We Do?

Flagship Centers offer students intensive language instruction to enhance their academic degrees, graduating students with professional-level language proficiency. Programs include periods of rigorous language and cultural immersion at Overseas Flagship Centers. The Language Flagship also funds a select number of pilot K–12 programs designed to provide an articulated path of language instruction for students from elementary school through college.

Flagship graduates leverage their superior language and cultural skills in various careers, offering an intercultural perspective to employers in the federal and state governments, global businesses, and nongovernmental organizations.



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Contact Us

The Language Flagship

P.O. Box 20010

1101 Wilson Boulevard, Suite 1210

Arlington, VA 22209

Tel.: 703-696-1991

Fax: 703-696-5667

E-mail: info@thelanguageflagship.org

Web: www.thelanguageflagship.org

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