



THE LANGUAGE FLAGSHIP

Creating Global Professionals

**THE LANGUAGE FLAGSHIP:
CHANGING THE PARADIGM OF LANGUAGE EDUCATION IN THE U.S.**

2008-2009 REPORT

HISTORY OF THE LANGUAGE FLAGSHIP

The Department of Defense represents the largest employer, both civilian and military, of Americans with skills in communicating in other languages. NSEP recognizes that in order for the Department and the broader U.S. national security and foreign affairs community to meet current and future needs for a globally trained workforce, it must rely on our national education system to graduate high school and college students with facilities in language critical to our future. The Language Flagship represents a strategic partnership with higher education to address this critical issue. As a component of NSEP, The Language Flagship began in the early 2000s as a small pilot project to assist or aid several U.S. colleges and universities to build critical language programs that produce graduates with professional-level language proficiency (attainment of ILR 3 or ACTFL Superior).¹

The program was originally structured to create new opportunities for high proficiency-based language learning for a small cohort of students at the post-baccalaureate (post-BA) level. All Flagship post-BA programs were comprised of an intensive year of language study in the U.S. followed by an articulated program of overseas study composed of internships and direct enrollment in content courses taught in the target language.

From 2001, when the first pilot grants were awarded, to 2005, Flagship successfully developed post-BA programs in Arabic, Chinese, Korean, Persian, and Russian. In addition to the post-BA pilot efforts, two undergraduate Flagship Centers were established to test the capacity of institutions to produce undergraduate students with professional-level language proficiency. During this period, The Language Flagship also established a pilot effort in the form of a K-12 (Kindergarten through 12th grade) Chinese Flagship program to create an articulated language program in the Portland Public Schools. In January 2006, the Flagship program expanded to include a Flagship Center for Hindi/Urdu and two additional K-12 programs in Arabic and Chinese as part of the President's National Security Language Initiative (NSLI).

The results of these initial pilot efforts between 2001 and 2006 were highly encouraging. Institutions created highly effective programs and students rose to meet the challenge. However, it was clear that an effort focusing on a post-BA model would mean that the results would remain limited and out of reach for most American students. It was also clear that truly changing the paradigm of language learning in the U.S. and achieving the Flagship goal of reaching thousands of students required mainstreaming curricula into students' undergraduate years and, at a minimum, articulating those curricula down to high schools.

¹ The Interagency Language Roundtable (**ILR**) is an unfunded Federal interagency organization established for the coordination and sharing of information on language-related activities at the Federal level. The ILR scale classifies five primary levels, which are the official Government Language Skill Level Descriptions are known as the "ILR Scale" or the "ILR Definitions." All U.S. Government agencies adhere to the ILR Definitions as the standard rubric to determine language proficiency. **ACTFL** (American Council on the Teaching of Foreign Languages) developed and published for academic use proficiency guidelines based on the ILR definitions. The **ILR Level 3** and the **ACTFL Superior** ratings are equivalent; each requires the ability to use the language with sufficient structural accuracy and vocabulary to participate effectively in formal and informal interactions on practical, social and professional topics.

Recognizing the potential of the Flagship model and the imperative to broaden opportunities for U.S. students, The Language Flagship refocused its effort in 2006 to include advanced, proficiency-based language instruction as an integral component of undergraduate education. This shift in approach meant that all Flagship Centers were asked to develop curricula focusing on the needs of undergraduates and to implement undergraduate curricula by the beginning of 2007. The primary goal was simple, yet highly challenging: to build curricula to offer undergraduate students, at different language levels and from different majors, the opportunity to enter into the program and move along a track designed to ensure that they would attain professional proficiency.

HIGHLIGHTS OF THE LANGUAGE FLAGSHIP: 2008-2009

At the end of 2009, The Language Flagship reached its goal of creating a proactive community of innovators comprised of a system of 22 domestic Flagship Centers and Programs, 11 Overseas Flagship Centers, and three K-12 programs, as well as a rapidly expanding group of partners in higher education and business across the United States. This community is led by nationally recognized leaders and innovators in language education.

The goals of The Language Flagship remain ambitious:

- *New curricular approaches*
- *K-12 articulation*
- *Articulated overseas language immersion*
- *Diffusion of innovation to new institutions*
- *Quality assurance*
- *Engagement of the U.S. business sector*

NEW CURRICULAR APPROACHES

Our experience developing Flagship Centers has demonstrated that existing language programs need to be re-engineered to achieve the goal of producing graduates of all majors with professional language proficiency. The Language Flagship encourages a broad range of transformative activities with respect to curricular design, institutional enhancements, and commitments to advanced language programming. Key to the transformation of the curriculum is the commitment to the following principles: 1) new pathways to language learning; 2) evidence-based language learning; and 3) institutionalization and long-term sustainable change.

New Pathways to Language Learning

Creating new pathways to language learning requires developing high-level language learning opportunities for a broad group of college and university students. Flagship students are unique because they represent a wide range of academic majors. Due to this inclusive model, Flagship programs have had to rethink the approach to undergraduate education to ensure that students are able to undertake study in their major while meeting the challenges involved in acquiring

advanced language skills. Flagship Centers take these challenges into consideration in designing their method and approach to language learning.

New pathways to language learning require two important changes to the curriculum. One change is creating a curriculum that meets the needs of language learners who wish to achieve professional proficiency. The second is creating a content-based curriculum for students in a variety of disciplines. In order for Flagship Centers to prepare students to use their language skills professionally in their field, they must collaborate with other academic departments and create experiential learning opportunities. Flagship curricula maximize the exposure to and use of the target language, drawing on partnerships with the full and best resources of each language field. Flagship Centers cooperate with campus units in other disciplines in both curricular design and program implementation. In addition to classroom learning, all Flagship Centers incorporate coordinated internships and/or community service into the overseas portion of students' study.

Evidence-based language learning

Evidence-based learning is a means to measure NSEP's performance as well as that of the student. Flagship programs incorporate multiple means to assess student proficiency and performance and to routinely gather and share evidence about how well these learning interventions are working. In doing so, Flagship builds continuous cycles of improvement into language learning practices. At the same time, Flagship emphasizes the accumulation of knowledge gained from testing alternative learning strategies, particularly at the more advanced level. Flagship programs also emphasize diagnostic assessment, which assists in placing students in programs and allows learning strategies to be tailored to the strengths and weaknesses of individual learners. In 2008 and 2009, The Language Flagship worked closely with an external contractor and its academic partners to develop a unique, state-of-the-art student tracking system to ensure that student outcomes are tracked and measured across programs. This system, when complete, will collect information on Flagship students from the time they decide to join Flagship through their instructional programs, and follow them beyond graduation and into their professional careers. This system will be the first of its type, and will set a new standard for program measurement and effectiveness for federally-funded international programs.

Institutional commitment and long-term sustainability

The Language Flagship is committed to building an enduring infrastructure of programs across the nation that is fully integrated into the mainstream of higher education. As these programs involve a new approach to undergraduate language education, this infrastructure cannot exist without the strong interest and support of the highest levels of university leadership. At the most fundamental level, institutional commitment means that these programs must be incorporated in the overall long-term strategic direction of the institution. Flagship Centers have had to address a number of challenges posed by traditional language learning structures and approaches to language learning in American higher education. Many of these problems were addressed in the 2007 report of the Modern Language Association (MLA), Ad Hoc Committee on Foreign Languages.² Unlike the mainstream language departments, Flagship Centers have already put into place a number of solutions to the problems addressed in the report by the MLA. Most

² MLA Ad Hoc Committee on Foreign Languages. (2007). *Foreign languages and higher education: New structures for a changed world*. Retrieved from http://www.mla.org/pdf/forlang_news_pdf.pdf

importantly, at the core of Flagship Centers are senior-level professors and experts in language acquisition.

K-12 ARTICULATION

Few countries face the challenges the United States does as a result of students only beginning to learn languages when they enter college. The average American student, even one who has benefited from an immersion environment, enters university with only basic skills in a second language. The likelihood that the average high school graduate has an intermediate to advanced proficiency in a second language is highest for the European languages where a broader network of opportunities is available in the K-12 system. Few students come to the university with measurable skills in non-European languages.

The goal of The Language Flagship is not only to graduate students at a professionally proficient level of language but also to “push the model” down to elementary, middle, and high schools so that students will enter college with an established and measurable skill in a second language. Without such input, higher education programs will continue to devote limited resources to remedial efforts to prepare incoming students through pre-collegiate summer immersions and first-year “catch up” programs. These efforts are currently needed to bring students to a higher proficiency level, after which Flagship programs can integrate them into a more challenging and advanced curriculum. The integration of language skills into K-12 education is vital to our capacity to educate a citizenry prepared to address the nation’s well being in the 21st century.

Sensitive to the need to provide leadership and direction, and as an integral component of a national effort to address language education, The Language Flagship has supported three groundbreaking efforts designed to model a K-12 language curriculum development and implementation process. These efforts, located at the University of Oregon (Chinese); Michigan State University (Arabic); and Ohio State University (Chinese) provide national models of articulated curricula designed to graduate high school students at the advanced level of proficiency.

Ultimately, the goal is the development of K-12 language instruction programs that graduate high school students with an advanced level of competency and that allow Flagship programs to take these students to the next level. Flagship is working closely with each of its Centers and programs to improve the flow of more highly proficient language graduates into the university.

ARTICULATED OVERSEAS IMMERSION

Research on second language acquisition overwhelmingly produces evidence that students require an intensive and rigorous program of overseas study to reach the professional proficiency level as well as to develop the cultural skills that are associated with this level. The Language Flagship provides unparalleled opportunities for students to engage in carefully articulated programs of study that include advanced language instruction, direct enrollment in classes taught in the target language, specialized tutors, and internships involving practical use of the language.

Flagship Center directors work together in Overseas Academic Councils to design and implement curricula that address the needs of students matriculated at different institutions. The long-term goal of Flagship is to create an overseas infrastructure that can respond to a growing supply of students from throughout U.S. higher education who have demonstrated a proficiency level that qualifies them for intensive Flagship overseas study.

The Flagship overseas undergraduate direct enrollment requires students to participate in a full-year program of overseas study once they have achieved an advanced level of proficiency. This full-year immersion may take place during the third, fourth, or fifth year of a student's undergraduate program. The model also assumes that, in addition to full-year study, some students will require shorter periods of immersion overseas to accelerate their language learning and to accommodate academic schedules.

DIFFUSION OF INNOVATION

A core goal of Flagship is to diffuse success in language education throughout higher education. As such, Flagship follows a process that funds innovators to develop and implement new models of language learning, assessment, and standards development, and then share them with other non-Flagship institutions. The model is designed to increase the scope and scale of advanced language learning by making Flagship language programs available to an increasing number of students across the U.S.

In 2008, The Language Flagship used this approach to expand the Flagship program by adding five partner programs, including Indiana University, Portland State University, University of Michigan, University of Oklahoma, and University of Rhode Island.

In 2009, The Language Flagship again increased the number of Flagship programs adding a partner program at San Francisco State University and one pilot program at Western Kentucky University.

QUALITY ASSURANCE

The goals of The Language Flagship are closely tied to clear measures of success and outcomes that are common across all Flagship Centers. Such goals call for the development of standards and methods of quality assurance that have been rare in language education in the American higher education system. Flagship has consistently worked closely with Flagship Center directors, many of whom are leaders in their respective language fields, to determine standards and quality assurance methods. Peer review is central in determining the standards a Flagship Center must meet.

Peer review provides a means for Flagship Center Directors to evaluate the quality of their Flagship peers. It ensures that directors learn from each other through close communication, student and faculty interviews, and discussions with staff. Through this process, The Language

Flagship establishes a means of quality assurance and standards that help provide clear guidance for new institutions, which wish to become part of The Language Flagship family.

In addition to peer review, The Language Flagship has successfully developed an On-Line Flagship Performance Reporting System, which increases the accuracy and efficiency of data collection from all of its institutional grantees.

ENGAGEMENT OF THE BUSINESS SECTOR

The Language Flagship has, since its inception, promoted the value of partnership between government, education, and business. Through such a partnership, NSEP is able to set the foundation for long-term financial sustainability as well as affect the way a variety of sectors value language in the workplace. Beginning in 2007, Flagship took the lead to coordinate the *2007: U.S. Language Summits: Roadmaps to Language Excellence*, which engaged more than 30 businesses in a half-year process to shape change at the state level and create a plan that will produce global professionals with advanced language and cultural skills. The success of the summits sparked The Language Flagship to continue its efforts to explore opportunities for engaging the business sector as a partner in 2008 and 2009.

As a result, The Language Flagship undertook a first-of-its-kind effort in 2008 to assess and understand the needs for global skills in business. This effort engaged over one hundred business leaders in special Metro Language focus groups to identify the role and value of languages and cultural skills to business' bottom line. In 2008, Flagship brought together thirty-eight representatives from a broad cross-section of the U.S. business community to participate in a Metro Language Series in San Francisco, Seattle, New York, and Washington, D.C. These sessions gleaned insights about the value and role of global skills in business success. The resulting report, "What Business Wants: Language Needs in the 21st Century"³ summarizes the findings that companies do need language and cultural skills on their staff for improving global business practices and for serving a domestically based multi-lingual workforce and clientele.

A CLOSER LOOK AT FLAGSHIP CENTERS IN 2009

FLAGSHIP CENTERS AND PROGRAMS

The Language Flagship supports undergraduate and graduate programs and a limited number of pilot K-12 programs. Flagship Centers are based at institutions around the United States and offer an on-campus curriculum coupled with a strategy for intensive study at an Overseas Flagship Center. Overseas Flagship Centers are located at participating foreign institutions and are coordinated by a lead Flagship Center. The Language Flagship supports three K-12 Flagship Programs at public schools in Ohio, Oregon, and Michigan. These pilot programs are intended to serve as a national model for articulated K-12 language instruction in the U.S.

3 The Language Flagship (2009). *What Business Wants: Language Needs in the 21st Century*. Retrieved from http://www.thelanguageflagship.org/images/documents/what_business_wants_report_final_7_09.pdf

Expansion

Since the beginning of the original pilot program, the goal of The Language Flagship has been to increase the scale and scope of the program to impact as many students as possible. Beginning in 2007 the program expanded by creating new Flagship Partner Programs through the Promoting Diffusion of Innovation grant program. These partner institutions join with Flagship Centers to implement Flagship curricula, but are not yet fully-fledged Flagship Centers. The first Flagship Partner Program was formed at Arizona State University; five additional partner programs have now been added. The Language Flagship plan is to aggressively seek and add new partners each year beginning in 2008 through our Diffusion of Innovation grant program.

2008 - 2009 FLAGSHIP INSTITUTIONS:

22 Flagship Centers and Programs

11 Overseas Flagship Programs

3 K-12 Flagship Programs

AFRICAN

Howard University

University of Wisconsin, Madison

*Yoruba Flagship Center, Ibadan University, Nigeria**

*Swahili Flagship Center, Zanzibar State University, Tanzania**

ARABIC

Michigan State University

Dearborn Public Schools K–12 Arabic Program

University of Texas, Austin

University of Maryland, College Park

University of Michigan, Ann Arbor Flagship Partner Program

University of Oklahoma Flagship Partner Program

*Alexandria University, Egypt**

*Damascus University, Syria**

CENTRAL ASIAN TURKIC OVERSEAS FLAGSHIP PROGRAM

American Councils for International Education

CHINESE

Arizona State University Flagship Partner Program

Brigham Young University

Indiana University Flagship Partner Program

Ohio State University

Ohio Public Schools K–12 Flagship Program

Portland Public Schools K–12 Flagship Program

San Francisco State University Flagship Partner Program

University of Mississippi

University of Oregon

University of Rhode Island Flagship Partner Program

Western Kentucky University Flagship Pilot Program

*Nanjing University, China**
*Qingdao University, China**

HINDI/URDU

University of Texas, Austin
Lucknow Urdu Flagship Center, India
Jaipur Hindi Flagship Center, India

KOREAN

University of Hawai'i, Mānoa
*Korea University, South Korea**

PERSIAN

University of Maryland, College Park
*Tajik State National University, Tajikistan**

RUSSIAN

American Councils for International Education
Bryn Mawr College
Portland State University Flagship Partner Program
University of California, Los Angeles
*Saint Petersburg State University, Russia**

**Overseas Flagship Center*



2009 Flagship Students at University of Rhode Island

FLAGSHIP STUDENTS

Flagship students represent the next generation of global professionals in the United States. Students come from all regions of the nation and pursue their own academic interests in addition to language study.

The success of the Language Flagship has meant that the Centers have already begun attracting top undergraduate students to their campuses. Flagship programs cater to students' individual proficiency levels, tailoring language instruction to meet the needs of each learner. This model has proven to be a successful approach to stimulating student interest and keeping students engaged in learning both language and culture. Retention in Flagship programs is high; the majority of students progress from year to year with greater language proficiency.

FLAGSHIP UNDERGRADUATE ENROLLMENT

Since 2007 when Flagship shifted its focus to developing new undergraduate programs, Flagship enrollment has demonstrated strong growth. Based on interviews with in-coming students, this growth indicates a high level of interest in new opportunities for undergraduates to engage in proficiency-based language learning alongside their majors.

Flagship Language	2007 UG Enrollment	2008 UG Enrollment	2009 UG Enrollment	% Change 2007-2008	% Change 2008-2009
Arabic	36	122	165	239%	35%
Chinese	69	132	307	91%	133%
Hindi/Urdu	10	16	29	60%	81%
Korean	0	10	21		110%
Persian	0	13	16		23%
Russian	21	52	70	148%	35%
Swahili	0	10	11		10%
Yoruba	0	9	14		56%
	136	364	633	168%	74%

Flagship enrollments during its inaugural year (2007) totaled 136 undergraduate students. In 2008, total Flagship enrollment grew to 364, indicating a 168 percent increase in enrollment; 2009 enrollments, in turn, grew to 633 undergraduate students, demonstrating continued strong interest and commitment to these programs despite the newness of the programs.

FLAGSHIP POST-BACCALAUREATE FELLOWS

Despite the shift to undergraduate programming, The Language Flagship continues to support the same number of fellowships for graduate Fellows, or Flagship Fellows.

Until 2008, The Flagship Fellowship was structured as a one- or two-year award intended to support the intensive domestic and overseas components of The Language Flagship. Most Flagship Fellows participated in one year of domestic study and a second year of immersion overseas. In exceptional cases, Flagship Centers determined that a student with advanced language skills should bypass all or a portion of the domestic component and participate only in the overseas component. In these cases, the Flagship Fellowship provided funding for one year of study. Also, some Flagship students participated in the domestic portion of a Flagship program without funding, but won Flagship Fellowships for the duration of the second year of the program. The extra time in the program often helps students focus on their career goals, particularly identifying areas of interest in the federal service.

In 2009, The Language Flagship revised requirements for the graduate programs to ensure that all programs were degree-granting. As a result, in order for students to qualify for Fellowships, they had to be enrolled, as of 2009, in a Master’s degree-granting program. The primary reasons for this change in program policy were the following: to improve the competitiveness of Flagship Fellowships with other Fellowship programs; to improve the chances of government employment of Flagship Fellows; and to ensure eligibility of Flagship Fellows in the State Department’s Diplomacy Fellows Program (DFP).⁴

Flagship Fellows are expected to devote full-time effort to The Language Flagship. Flagship Fellows may not pursue requirements of other degree programs while receiving Fellowship support, nor may the Fellowships be combined with other sources of funding that would require students to devote less than full-time effort to the program. Applicants for Flagship Fellowships must apply separately to be admitted to a specific Flagship program.

Between 2003 and 2009 NSEP, through IIE, awarded 176 Flagship Fellowships. In 2008, there were 24 new Flagship Fellows, and an additional 21 have been added for 2009.

Language	Total Number of Flagship Fellows by Language and Year							Total
	2003	2004	2005	2006	2007	2008	2009	
Arabic	3	4	12	9	8	6	5	47
Central Eurasian	0	0	0	0	0	0	1	1
Chinese	4	2	8	9	4	6	4	37
Korean	4	7	11	14	5	3	3	47
Persian	0	0	0	0	3	5	5	13
Russian	0	7	7	7	3	4	3	31
Total	11	20	38	39	23	24	21	176

⁴ The State Department Diplomacy Fellows Program is designed to advance certain candidates, such as Boren Fellows, Pickering Fellows, and Presidential Management Fellows, directly to the Foreign Service Oral Assessment, by-passing the Foreign Service Written Examination.

The major objective of the Flagship Fellowship awards is to provide funding to select graduate students who are highly motivated to work for the federal government in an area related to U.S. national security. As is the case for all NSEP-funded awardees, the service requirement requires all Flagship Fellows to work in the Federal Government in a position with national security responsibilities.

FLAGSHIP STUDENT PROFILES

Flagship students come from all parts of the United States with a variety of levels of language proficiency in a Flagship language. Students share the goal of reaching professional proficiency and using their language and culture skills to contribute to a global society. Each student is contributing to and fulfilling the Flagship vision in his or her own unique way. Below is a sampling of students who have joined the Flagship movement.

- ❖ A Flagship Scholar and junior at Michigan State University studies Arabic in the Flagship program and is majoring in Interdisciplinary Humanities. She plans to work in the field of international development using her Arabic skills.
- ❖ A post-BA Russian Flagship Fellow completed the overseas program at St. Petersburg State University and went on to interpret for U.S. and Russian personnel for the Washington, D.C.-Moscow Presidential Hotline. He is now pursuing a master's degree at Harvard University studying religious and ethnic issues, especially the interaction between Christianity and Islam in Central Asia.
- ❖ A Flagship Scholar and BS/MA senior in biochemistry and Chinese at Ohio State University was recently recognized as a member of the prestigious USA Today Academic First Team. He is currently studying traditional Chinese medicine in Beijing, China, and hopes to pursue a career in medicine with a focus on international public health.
- ❖ A post-BA Flagship Fellow in Korean and a student of mathematics at the University of Hawaii designed his own course of study in the Korean language with a Korean-speaking professor from University of Hawaii's College of Engineering. He went on to earn an MS in information security from Korea University and is currently working toward a Ph.D. in statistics from Ohio State University.
- ❖ A Flagship Scholar and senior from Brigham Young University is studying linguistics and Chinese studies at Nanjing University in China. She plans to pursue a law degree with a focus on international law.
- ❖ A post-BA Persian Flagship student is studying at the Dushanbe Language Center in Tajikistan. He is also proficient in French and hopes to work for the FBI in the Language Services Section.

- ❖ A post-BA Flagship Fellow completed the Arabic Flagship program at the University of Maryland. Previously she earned a master's degree from the American University in Cairo, where she studied forced migration and refugee studies. She is now working for the Office for Civil Rights and Civil Liberties in the U.S. Department of Homeland Security.



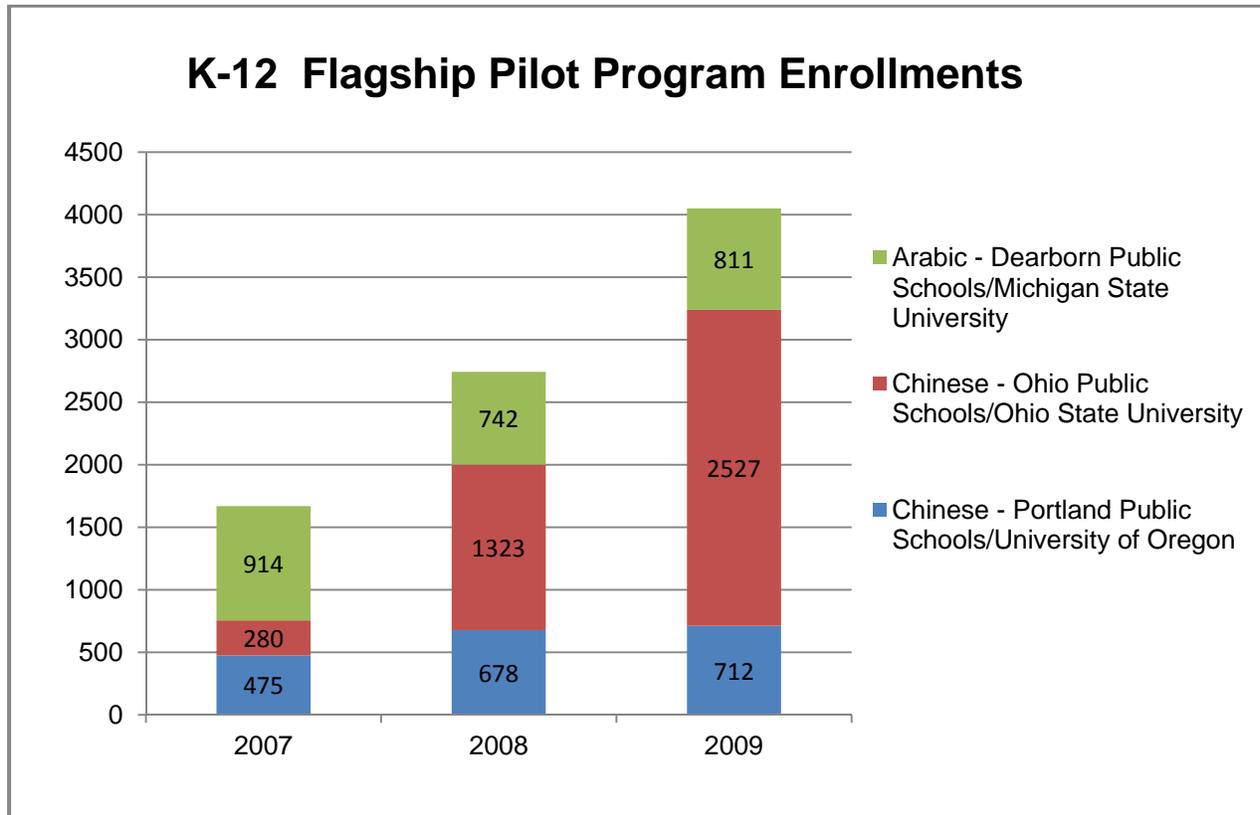
2008 Flagship Fellow in Korea

FLAGSHIP K-12 PILOT PROGRAMS

The Language Flagship supports three pilot K-12 language programs that articulate language education in Arabic and Chinese from kindergarten to 12th grade. The establishment of the Flagship K-12 pilot programs is an important effort of the 2006 National Security Language Initiative. The Flagship K-12 programs are models that could be used by the Department of Education to expand K-12 language education throughout the United States. As of December 2009, The Language Flagship pilot programs remain the most ambitious test beds of language articulation at the K-12 level in the United States. Through continued efforts of interagency partnerships forged under the National Security Language Initiative, NSEP continues to work with its partners to expand K-12 efforts with its partner agencies such as the U.S. Department of Education.

Flagship's involvement in K-12 language education is designed to provide a national model, which school districts around the U.S. may embrace in the future. Although a small pilot initiative, K-12 Flagship programs have already demonstrated remarkable success in numbers of students impacted by The Language Flagship. It should be noted that both the Oregon and

Michigan models focus on the implementation of an articulated K-12 curriculum with specific school systems while the Ohio approach is to reach a broader cross-section of students at schools across the state with opportunities to study Chinese. The chart below demonstrates current student enrollment and projected growth in K-12 Flagship programs.



THE FUTURE OF FLAGSHIP

Following the transition to undergraduate programs, The Language Flagship is growing rapidly and is beginning to change language learning at U.S. institutions of higher education. As the Flagship team expands and diffuses its innovations, more universities are recognizing that they want to change the way they teach languages. Students are embracing Flagship programs to prepare them for future careers as global professionals. Already, The Language Flagship has changed student expectations for undergraduate study. As The Language Flagship moves forward, increasing numbers of students will come to expect high-quality language programs as part of their undergraduate experience. Such expectations drive the market. Institutions hosting Flagship Centers have already seen the power of these programs as recruitment tools; this advantage has been evident in the relatively short time that Flagship Centers have had to develop, implement, and recruit students. Though many of our Flagship undergraduate programs started as late as 2007, Flagship Centers have demonstrated on the whole a high level of interest and increased enrollment.

The Language Flagship has, in just a few short years, demonstrated the power of innovation and change in American higher education. Flagship programs have begun to transform the landscape of language learning by offering extraordinary opportunities for students to develop skills that rival those of their counterparts across the globe. In the coming years, NSEP will see more opportunities nationwide for students to achieve both advanced degrees and professional language proficiency. As it grows and expands, The Language Flagship hopes to have a lasting national impact, creating a society of global professionals that will last well into the future.

APPENDIX A: 2008 THE LANGUAGE FLAGSHIP FELLOWS

Country	Language	Flagship Institution	Overseas Program	Home State
China	Chinese	Ohio State University	Nanjing University	CA
China	Chinese	Ohio State University	Nanjing University	NC
China	Chinese	Brigham Young University	Nanjing University	PA
China	Chinese	Brigham Young University	Nanjing University	UT
China	Chinese	Ohio State University	Nanjing University	NJ
China	Chinese	Ohio State University	Nanjing University	OH
China	Chinese	Brigham Young University	Nanjing University	CO
China	Chinese	Brigham Young University	Nanjing University	GA
China	Chinese	Ohio State University	Nanjing University	UT
China	Chinese	Ohio State University	Nanjing University	VT
Korea	Korean	University of Hawaii	Korea University	HI
Korea	Korean	University of Hawaii	Korea University	HI
Korea	Korean	University of Hawaii	Korea University	TN
Korea	Korean	University of Hawaii	Korea University	GU
Korea	Korean	University of Hawaii	Korea University	NJ
Korea	Korean	University of Hawaii	Korea University	VA
Russia	Russian	n/a	St. Petersburg State University	MA
Russia	Russian	n/a	St. Petersburg State University	CA
Russia	Russian	n/a	St. Petersburg State University	IA
Russia	Russian	n/a	St. Petersburg State University	OR
Syria	Arabic	University of Maryland	University of Damascus	DC
Syria	Arabic	University of Maryland	University of Damascus	DC
Syria	Arabic	University of Maryland	University of Damascus	NY
Syria	Arabic	University of Maryland	University of Damascus	VA
Syria	Arabic	n/a	University of Damascus (direct)	GA
Syria	Arabic	University of Maryland	University of Damascus	OR
Syria	Arabic	University of Maryland	University of Damascus	NY
Syria	Arabic	University of Maryland	University of Damascus	DC
Syria	Arabic	University of Maryland	University of Damascus	MN
Syria	Arabic	University of Maryland	University of Damascus	MD
Tajikistan	Persian	University of Maryland	Tajik State National University	
Tajikistan	Persian	University of Maryland	Tajik State National University	VA
Tajikistan	Persian	University of Maryland	Tajik State National University	WI
Tajikistan	Persian	University of Maryland	Tajik State National University	DC
Tajikistan	Persian	University of Maryland	Tajik State National University	IL
Tajikistan	Persian	University of Maryland	Tajik State National University	AZ
Tajikistan	Persian	University of Maryland	Tajik State National University	AL

APPENDIX B: 2009 THE LANGUAGE FLAGSHIP FELLOWS

Country	Language	Flagship Institution	Overseas Program	Home State
China	Chinese	Brigham Young University	Nanjing University	CO
China	Chinese	Brigham Young University	Nanjing University	GA
China	Chinese	Ohio State University	Nanjing University	KY
China	Chinese	Ohio State University	Nanjing University	OH
China	Chinese	Ohio State University	Nanjing University	UT
China	Chinese	Ohio State University	Nanjing University	VT
China	Chinese	Ohio State University	Nanjing University	WA
Korea	Korean	University of Hawaii	Korea University	CA
Korea	Korean	University of Hawaii	Korea University	HI
Korea	Korean	University of Hawaii	Korea University	NJ
Korea	Korean	University of Hawaii	Korea University	VA
Russia	Russian	n/a	St. Petersburg State University	CA
Russia	Russian	n/a	St. Petersburg State University	TX
Syria	Arabic	n/a	University of Damascus	CA
Syria	Arabic	University of Maryland	University of Damascus	DC
Syria	Arabic	University of Maryland	University of Damascus	DC
Syria	Arabic	University of Maryland	University of Damascus	MD
Syria	Arabic	University of Maryland	University of Damascus	MD
Syria	Arabic	University of Maryland	University of Damascus	MI
Syria	Arabic	University of Maryland	University of Damascus	MN
Syria	Arabic	University of Maryland	University of Damascus	NH
Syria	Arabic	University of Maryland	University of Damascus	NY
Tajikistan	Persian	University of Maryland	Tajik State National University	AL
Tajikistan	Persian	University of Maryland	Tajik State National University	AL
Tajikistan	Persian	University of Maryland	Tajik State National University	AZ
Tajikistan	Persian	University of Maryland	Tajik State National University	CO
Tajikistan	Persian	University of Maryland	Tajik State National University	DC
Tajikistan	Persian	University of Maryland	Tajik State National University	IL
Tajikistan	Persian	University of Maryland	Tajik State National University	KS
Tajikistan	Persian	University of Maryland	Tajik State National University	MD
Tajikistan	Persian	University of Maryland	Tajik State National University	NY