

# THE LANGUAGE FLAGSHIP

The Language Flagship is a national effort to change the way Americans learn foreign languages. Flagship programs, relationships between the federal government and the education community, focus on building language programs that systematically produce a pool of language-proficient young professionals to meet the need for language and culture expertise critical for national and economic security.

The Language Flagship has three critical components: Domestic Flagship Programs, Overseas Flagship Centers, and students committed to achieving high-level professional fluency in a Flagship language. Domestic Flagship Programs are built through institutional grants to American institutions of higher education. They develop articulated language learning pathways that take students from all majors and language backgrounds through formal instruction and guided interventions that allow them to achieve professional-level language proficiency. Overseas Flagship Centers are relationships with foreign universities to provide directed language instruction, direct enrollment opportunities, and overseas internship experiences that foster the development of professional-level language proficiency.



The key to the success of The Language Flagship is undergraduate students from a spectrum of majors and language backgrounds.<sup>19</sup> Flagship students self-select to take on the challenge of a

<sup>19</sup> In 2013, the final cohort of Flagship Fellows (see Appendix M) completed The Language Flagship program, this finalized the transition of Flagship to a wholly undergraduate program.

Flagship experience, and pledge their time to complete all domestic and overseas requirements as well as additional hours of group study, tutoring, and repeated assessment all aimed at achieving professional-level proficiency.

Flagship's goal is to create a pool of language proficient young professionals to meet the need for language and culture expertise critical to national and economic security. To achieve this goal, Flagship students combine language study with their majors by taking content courses offered in their target language. Flagship Programs recruit students from a variety of majors ranging from international studies to mathematics and biology. Programs provide the opportunity for these students to become professionally-proficient in one of Flagship's target languages.

## THE LANGUAGE FLAGSHIP PROGRAM

The Language Flagship currently sponsors 26 programs at 22 universities in Arabic, Chinese, Hindi, Korean, Persian, Portuguese, Russian, Swahili, Turkish and Urdu. Together, these 26 Flagship programs strive to graduate students from an array of majors with an exit proficiency of an Interagency Language Roundtable (ILR) Level 3 (professional-level) proficiency in one of The Language Flagship's target languages.

To achieve professional-level language proficiency universities have replaced their language offerings and curriculum with intensive programs starting at the beginner level and building through to the Superior level. All Flagship Programs provide:

- Weekly group and individual tutoring;
- Integrated content-based instruction and courses across disciplines;
- Immersive learning environments, such as language houses;
- Cultural functions and events; and
- The expectation of student success, including the goal of professional level proficiency and "Flagship Certification."

Domestic Flagship Programs enhance student classroom instruction by structuring meaningful learning interventions, setting goals for individual progress, and using meaningful assessment to ensure students develop proficiency and continue to meet the standards of the Flagship program. Flagship students who demonstrate advanced level skills (ILR Level 2) are eligible to participate in a year abroad at an Overseas Flagship Center program.



Overseas Flagship Centers ensure instruction is articulated with domestic Flagship learning. The Flagship overseas model provides students with a guided in-country experience. While overseas, students must take language classes, directly enroll in coursework that supports their major, and participate in a professional internship experience. All teaching is conducted in the target language to give students the greatest opportunity to use language in both academic and professional environments. Finally, most students take advantage of "home-stay" experiences, which give them additional opportunities to develop their language proficiency and gain a deeper understanding of the culture.

## BOREN/FLAGSHIP SCHOLARS

In 2013, NSEP expanded the bridge between The Language Flagship and David L. Boren Scholarships program. As outlined in the Boren Awards section of this report, Boren Scholarships provide students with resources to acquire skills and experiences in areas of the world critical to the security of our nation. In exchange, students commit to seek employment in the federal government. Flagship students who receive Boren Scholarships may apply that funding to the

yearlong immersion at an Overseas Flagship Center where they directly enroll in courses in their fields of study and engage in professional internships or other experiential activities.

NSEP awarded 20 Boren Flagships Scholarships for study at overseas Capstone centers in China, Morocco, and Russia. The Flagship program intends to increase the numbers of Flagship students who apply and receive Boren Scholarships by expanding outreach and funding opportunities.

## FLAGSHIP/ROTC

Building on the success of The Language Flagship program and the Project Global Officers (Project GO) initiative, NSEP launched the pilot Flagship/ROTC initiative in 2011. The pilot addresses strategic linguistic and cultural needs for future U.S. military officers by leveraging existing relationships in higher education to significantly increase the number of personnel achieving professional language proficiency (ILR Level 3) and lessening the need for costly training and retraining of mid-career officers for key positions requiring linguistic and regional expertise. The pilot program has already had an impact beyond anticipated goals, as both Air Force and Army ROTC have entered into arrangements to provide ROTC scholarship support to qualified students at any existing Flagship institutions.

Three institutions currently participate in the pilot program: Arizona State University, the Georgia Institute of Technology (Georgia Tech), and University of North Georgia. Key enhancement activities include intensive and immersive learning environments, curricular enhancements, and participation in year-long overseas study and internship at designated Flagship Overseas Center. Concurrently, students fulfill all ROTC requirements and complete academic majors such as international affairs, regional studies, science and technology, and engineering.

In 2013, the three Flagship/ROTC pilot programs focused on recruiting and advising Flagship/ROTC students in their programs. Outreach was conducted at regional high schools and to on-campus ROTC units. Individualized student advising is critical to ensuring that students plan and prepare for completing all requirements for their participation

in ROTC, their academic major, and in the Flagship/ROTC language program. Flagship/ROTC pilot program staff works closely with their ROTC detachments to communicate available opportunities to their students.

The Air Force Reserve Officers' Training Corps (ROTC) launched an ROTC/Language Flagship initiative by awarding eleven scholarships to students studying Arabic, Chinese, Korean, Persian and Russian at Arizona State University, University of California-Los Angeles, University of Hawaii, University of Maryland-College Park, University of Mississippi, and University of Wisconsin. The Air Force is providing an ROTC Language Flagship Scholarship for each qualified student and allowing students the opportunity for a fifth year of study overseas funded by NSEP. These scholarship arrangements will provide full support for future officers to gain professional language proficiency and significant regional experience prior to commissioning.



The Flagship/ROTC initiative will undergo a review of program effectiveness and identify successful practices to promote professional-level proficiency for ROTC participants. The Language Flagship will also pursue discussions with Navy

ROTC to expand their participation in the program.

## FLAGSHIP K-12 PROGRAMS

The Language Flagship continues its investment in results-oriented K-12 (kindergarten through 12th grade) critical foreign language programs that graduate high school students with useable language skills in Chinese, Arabic, and Russian. The students are then ready to progress towards ILR Level 3 proficiency as they combine language study with their chosen career path.

The University of Oregon/Portland Public Schools K-16 Chinese Language Flagship serves as a national demonstration project. The intensive K-12 Mandarin Immersion Program enables students to achieve Advanced-level proficiency and academic success. The Mandarin Immersion Program takes place at Woodstock Elementary School, Hosford Middle School, and Cleveland High School with a World Language Institute for heritage learners at Franklin High School in Portland, Oregon. Plans are underway to open a second Mandarin elementary immersion school in fall 2014. Six schools also offer secondary Chinese World Language programs with Advanced Placement and International Baccalaureate options.

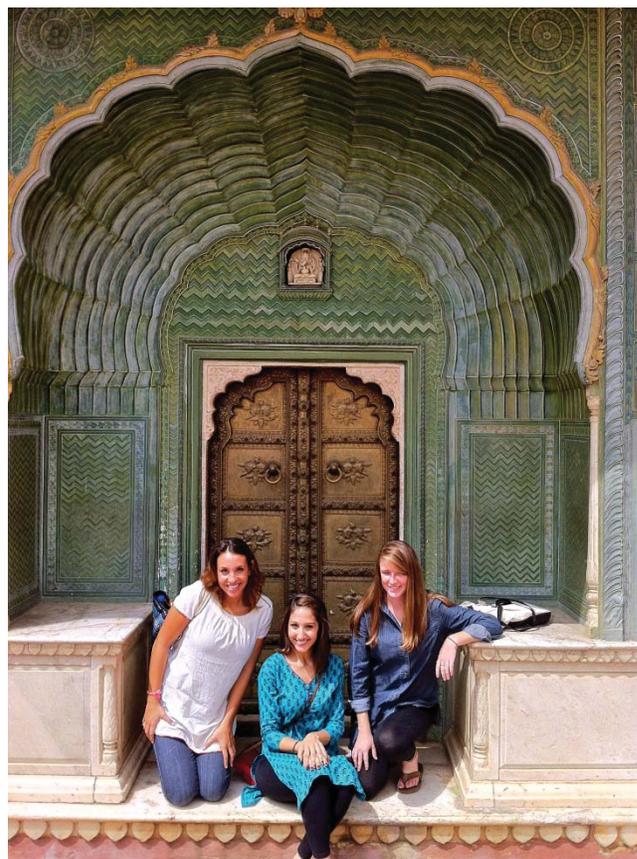
The collaboration maintains a critical focus on improving literacy results throughout the K-12 immersion sequence and is developing blended online content classes and face-to-face language courses for secondary level immersion students. The project is also developing beginning-level high school credit-bearing Chinese online language classes for use throughout the nation. Student enrollment in the K-12 Mandarin Chinese Immersion Program is now at 509 (up from 489 in 2012). There are an additional 1,440 elementary, secondary, and heritage K-12 learners of Mandarin in the Portland Public Schools program. The district has increased these numbers greatly by leveraging small investments from The Language Flagship. To date, 45 students from Portland's immersion and Mandarin World Language program have matriculated into the University of Oregon Chinese Language Flagship. Of these students, 17 entered with Advanced-level Chinese language proficiency, 24 Intermediate, and four with Novice proficiency.

The Brigham Young University/Utah State Department of Education K-12 Chinese Language Flagship launched the Flagship-Chinese Acquisition Pipeline Consortium (F-CAP) in June 2012. The Consortium will expand the dual language immersion model that Portland Public Schools developed and add articulated grade 7-12 and grade 9-12 pathways. The K-12 dual language immersion pathway includes curriculum and translated materials aligned to the Common Core mathematics and literacy standards. The Mandarin literacy curriculum for elementary grades includes detailed lesson plans and scripts for teachers to follow.

Plans are underway to develop secondary grade-level immersion curricula based on broad themes in social studies, health and humanities, and world geography. All pathways include target proficiency goals with benchmarks defined for each grade level K-12, articulated curricula for each grade level, proficiency testing, and data-driven decision-making. The consortium includes six Chinese Language Flagship programs (Brigham Young University, Arizona State University, Hunter College, and the Universities of Mississippi, Oregon, and Rhode Island), six state departments of education (UT, DE, GA, KY, OK, and SC), and districts in 20 states (AZ, CA, DE, GA, ID, IL, KY, MA, MI, MS, NY, OK, OH, OR, RI, SC, TN, TX, UT, WY). F-CAP now boasts 52 Mandarin Chinese immersion school partners, which represent about half of the immersion schools nationally.

The Michigan State University Arabic Language Flagship investment in K-12 has developed a detailed, 48-unit Modern Standard Arabic curriculum based on national standards. The curriculum includes a teacher's guide with instructional materials such as audio files, visuals, partner activities, and digital language practice exercises. Approximately 240 teachers nationwide have attended workshops to learn how to utilize this curriculum. In addition, the project is creating digital books with the instructional materials so that learners may use them at their convenience on their own to further support Arabic language learning. To date, 98 schools in 19 states (CA, CT, FL, HI, IL, MA, MD, MI, MT, NY, OH, OR, PA, TN, TX, UT, VA, WA) and the District of Columbia are using the materials. Beginning this fall, the writing team will add 16 additional units and accompanying materials and activities with a goal to graduate high

school learners with solid Intermediate-Mid/High proficiency, poised to enter and succeed in one of the Arabic Language Flagship programs.



The goal of the K-12 Language Flagship investments is the development of replicable, systemic, demonstration models of articulated critical language instruction that contributes to a national pool of high school students with advanced language skills. In fall 2013, The Language Flagship launched a new initiative to promote collaboration between institutions of higher education and State Education Agencies, Local Education Agencies, or schools to develop articulated programs of foreign language instruction in Arabic, Chinese, Portuguese, or Russian. On a programmatic level, once enrolled in a university Flagship, these students are capable of progressing quickly into upper-level content courses in the language to achieve professional-level language proficiency tied to their academic major. The K-12 Language Flagship investments contribute to the goal of The Language Flagship to create global professionals.

## FLAGSHIP ASSESSMENT

Language proficiency assessment is at the core of The Language Flagship for demonstrating results, providing feedback and continuous improvement for pedagogy and curriculum and for addressing major issues in the teaching of foreign languages.

In 2013, The Language Flagship, working together with the American Council on the Teaching of Foreign Languages (ACTFL) and the Language Testing Institute (LTI), instituted oral proficiency testing rated on the Interagency Language Roundtable (ILR) scale for all students completing the overseas Capstone program. All future pre- and post-Capstone testing will likewise be scored according to the ILR scale so as to more clearly communicate results to government and industry partners interested in hiring Flagship graduates. In 2013, existing ILR-referenced online reading and listening assessments in Arabic, Chinese, Persian, Russian, and Swahili were updated, and the development of online assessment instruments for Hindi, Korean, Portuguese, Turkish, and Urdu continued.

When complete, the Flagship battery of online reading, listening, and writing proficiency assessments will provide assessments to be used across all Flagship programs to determine student preparedness for overseas study, and also available for use in other programs. These tests also establish pre- and post-program measures to demonstrate gain across the Flagship programs and by the individual students.



All Flagship assessments have the capacity to test both lower range (ILR 0+ to 2) and upper range (ILR 2 to 3+) proficiency. By March 2014, the new assessment instruments will be in use across the Flagship programs. Each test developed can be

used to measure proficiency for pre- and post-summer programs, as well as in Overseas Capstone selection, and final proficiency measurement. Final proficiency assessment results are used to determine student qualification for Flagship Certification. These assessment instruments are being developed by the American Councils for International Education.

In addition, The Language Flagship gives Boren/Flagship Scholars the opportunity to take official government administered speaking and reading proficiency tests at the Foreign Service Institute, as well as the Defense Language Proficiency Test (DLPT) for reading and listening.

In 2013 The Language Flagship also instituted online pre- and post-program testing in Reading and Listening for all Flagship sponsored participants in summer overseas Chinese language programs.

The Language Flagship continued collaborating with Brigham Young University and the Military Service Academies to complete new assessment instruments in Arabic and French. These lower range assessment instruments serve as the primary test mechanism for the Service Academies. The assessments will complete their final testing and validation by January 2014, and be in use by the end of the academic year. These assessments may also serve as interim assessment instruments for students in The Language Flagship and other NSEP initiatives.

The Language Flagship will also launch a new proficiency initiative in 2014 to encourage language programs and partners outside the current Flagship language programs to engage in systematic language proficiency testing and use results and training to improve language pedagogy, curriculum and results.

## 2013 HIGHLIGHTS

In 2013, 105 undergraduate students completed the Overseas Flagship Program. Within this group, 13 students received an FSI oral proficiency test, with 100% scoring at or above ILR Level 2+, 69.2% (9) scoring at ILR Level 3 or higher, and 23.1% (3) scoring at ILR Level 3+ or higher.<sup>20</sup>

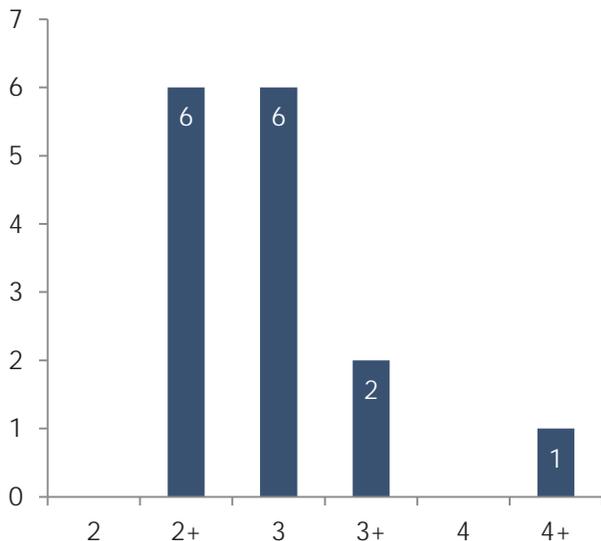
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<sup>20</sup> See Appendix K for a listing of the ILR proficiency scale.

All 105 Overseas Flagship undergraduate students were required to take the Oral Proficiency Interview (OPI) scored on the ILR scale, and nearly all students scored in the Advanced and Superior ranges. Out of the 109 (four students took both Hindi and Urdu OPIs) assessments completed, 98% (107) scored in the ILR 2+ range or higher, and 72% (78) scored in the ILR 3 range or higher. Flagship participants who achieved an ILR 3 or higher include students of Arabic (24), Chinese (26), Hindi (1), Korean (6), Persian (1), Russian (16), and Swahili (4).

In 2013, NSEP worked with the Foreign Service Institute (FSI) to test the Flagship students awarded Boren Scholarships for overseas study at Overseas Flagship Centers during the 2012-2013 academic year. These tests were conducted at the Foreign Service Institute and assess the students' linguistic proficiency at the end of their Overseas Flagship Program. Of the 15 students who tested, 9 (60%) received an ILR Level 3 or higher on their FSI speaking assessment and 5 (33%) received an ILR Level 3 or higher on their FSI reading assessment; all 15 (100%) received an ILR Level 2+ or higher on their FSI speaking assessment and 11 (73%) received an ILR level 2+ or higher on their FSI reading assessment.

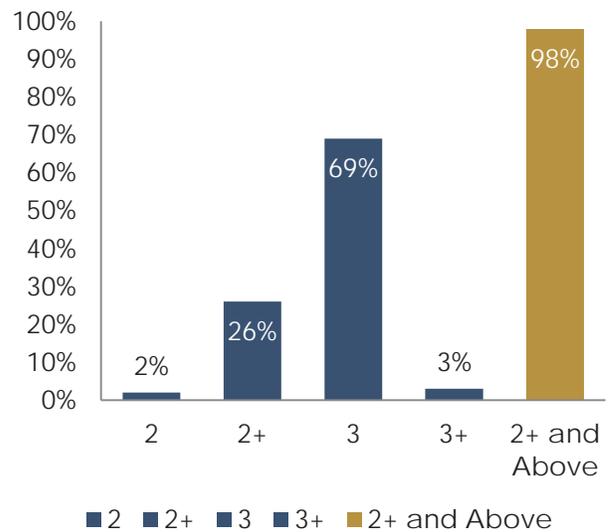
### 2013 FLAGSHIP FSI UNDERGRADUATE EXIT SPEAKING PROFICIENCY



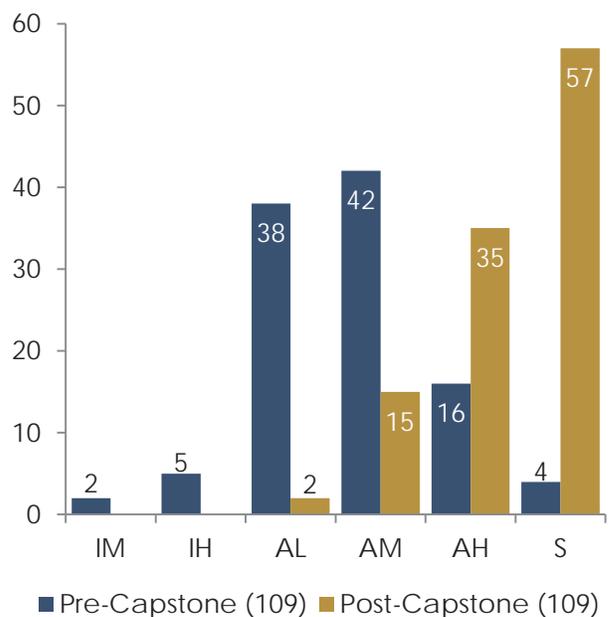
Eleven of these students were also able to take the Defense Language Proficiency Test for listening and reading skills. Of the students tested, five (42%) scored an ILR 3 in listening and four (36%) scored an ILR 3 in reading, while nine (75%) scored an ILR 2+ or higher in listening and ten

(91%) scored an ILR 2+ or higher in reading. In total, 87% of the students who have been tested demonstrated professional proficiency in at least one modality on either the FSI or DLPT tests and 100% of the students tested demonstrated working proficiency in at least one modality on either the FSI or the DLPT test."

### 2013 FLAGSHIP UNDERGRADUATE EXIT ILR SPEAKING PROFICIENCY



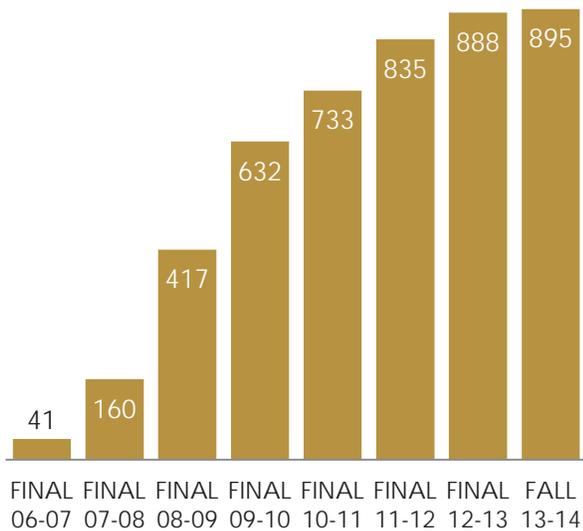
### 2013 UNDERGRADUATE FLAGSHIP PRE- AND POST-CAPSTONE SPEAKING



There are a number of students in the domestic pipeline preparing to study in Overseas Flagship Programs for next year, The Language Flagship

has 109 students enrolled in Overseas Flagship programs for academic year 2013. The expectation is that there will be an increase in Flagship undergraduate students studying overseas in 2014

### 2006-2013 UNDERGRADUATE FLAGSHIP ENROLLMENTS



### 2013 AREAS OF EXPANSION

In 2013, The Language Flagship expanded its efforts in the following strategic areas:

#### 1) OVERSEAS PROGRAM DEVELOPMENT

In 2013, The Language Flagship Programs launched new overseas programs at Tianjin Normal University in China, Ankara University in Turkey, and Sao Paulo State University in Brazil with the first cohorts of entering students. The new center at Sao Paulo State University hosts students from the Portuguese Flagship program at University of Georgia, Athens (UGA), and the center at Ankara University hosts students from the Turkish Flagship program at Indiana University (IU). The program at Tianjin Normal University in China provides additional capacity to host the growing number of Chinese Flagship students and will complement the existing Nanjing University program by offering a different curricular model for students who may choose between programs. In addition, Tianjin Normal welcomed its first cohort of 6 capstone students from Hunter College, University of Rhode Island, and University of Mississippi for the 2013-2014 academic year.

In 2013, The Language Flagship program successfully relocated Flagship students in the Arabic Overseas program from Alexandria University, Egypt, to the Arab American Language Institute in Morocco (AALIM) in Meknes, Morocco. The program was moved due to the unrest in Egypt and, following previous contingency planning, The Language Flagship took the initiative to move the program to the alternate site. The students who are participating in the overseas program are engaging in language classes at AALIM, direct enrollment at Moulay Ismail University, internships, and homestays. The curriculum that was taught at Alexandria University for Flagship students has been transitioned to AALIM and the linguistic, cultural and professional goals of the Language Flagship Arabic program remain unchanged for students in the year long program.



#### 2) ASSESSMENT

In 2013, existing ILR-referenced online reading and listening assessments in Arabic, Chinese, Persian, Russian and Swahili were updated, and the development of assessments for Hindi, Korean, Portuguese, Turkish and Urdu continued. When complete the Flagship battery of online reading, listening and writing proficiency assessments will provide assessments to be used across all Flagship programs to determine student preparedness for overseas study, and also available for use in other programs. These tests also establish pre- and post-program measures to demonstrate gain across the Flagship programs and by the individual students.



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The Language Flagship continued collaborating with Brigham Young University and the Military Service Academies to complete new assessment instruments in Arabic and French. These lower range assessment instruments serve as the primary test mechanism for the Service Academies. These assessments will complete their final testing and validation by January 2014, and be in use at the Service Academies by the end of the academic year. These assessments may also serve as interim assessment instruments for students in The Language Flagship and other NSEP initiatives.

### 3) LANGUAGE ROADMAPS

Since 2007, The Language Flagship has conducted the language roadmaps initiative to address the language deficits in local, regional, and state workforces. The first roadmaps were conducted in Ohio, Oregon, and Texas in collaboration with the U.S. Departments of Commerce and Labor. Similar initiatives were also launched by NSEP in Hawaii, Rhode Island, and Utah.

In 2013, along with the Hawaii Governor's Office and the Korean Language Flagship Program at the University of Hawaii, Manoa (UHM), UHM launched the Hawaii Language Roadmap

Initiative. The goal of the initiative is to create a roadmap for change in education, business, policy, and community that will help shape the state's future multilingual workforce. Gov. Neil Abercrombie and former U.S. Sen. Daniel K. Akaka were present at the official launch during the Hawaii Language Summit on March 13, 2013. The Hawaii Language Roadmap Initiative is the sixth state roadmap sponsored by The Language Flagship. Similar initiatives were launched previously in Ohio, Oregon, Rhode Island (most recently, in June 2012), Texas, and Utah.

After the March summit, a total of 10 working groups were formed across the state to discuss the results of the Summit, and to draft initiatives for the Roadmap. On September 16, 2013, Governor Abercrombie, local business and nonprofit representatives, and the academic leadership of UHM, gathered to launch the Roadmap - a major statewide initiative for the promotion of world languages and cultures for workforce development and community growth. The launch was covered on the evening and morning news programs of the local affiliates of all four major television news stations (ABC, NBC, CBS, and FOX). Recognizing the enormous wealth of multilingual talent in the state, the Roadmap aims to a) develop educational initiatives that value and enhance the latent capacities of the state's significant populations of heritage speakers, while also developing immersion learning opportunities for all; b) create a database and web portal that will connect employers and multilingual employment seekers more efficiently; and c) improve and expand the state's capacity for interpretation and translation training and certification.

### 4) INTERNSHIPS

In 2013 The Language Flagship expanded its overseas internship options to accommodate the growth of participants in the Flagship Overseas programs. The capstone internship is an integral component of the overseas capstone and provides students an opportunity to develop professional language proficiency in an area related to students' career interests. The capstone internship also provides Flagship students an invaluable opportunity to gain cultural insight through observing and participating in a professional environment while overseas. Whether as a student intern with a multinational corporation, an academic

laboratory, a small local business, or elsewhere, the value of learning field or region-specific language and operating in a foreign professional context is immeasurable. Some examples of internships in 2013 include work with the Zanzibar Association of People Living with HIV/AIDS in Tanzania, the Media and Press Department-Amwague Journal in Egypt, the Global Environmental Institute in China, and Izo Studio (a public opinion research center) in Russia.



## FUTURE OF FLAGSHIP

The Language Flagship continues to improve results and, using extensive assessment data, will continue to strengthen intensive language instruction on U.S. campuses and in overseas study centers. Practices developed in the Language Flagship will be shared with the higher education community.

In the coming year The Language Flagship will fully implement ILR-scored proficiency assessment in Speaking, Reading, Listening and Writing across all ten Flagship languages with the introduction of online assessment reading, listening and writing instruments in Hindi, Korean, Portuguese, Turkish and Urdu. The Language Flagship will also undertake initiatives to disseminate proficiency assessment practices across programs and in the wider higher education community.

The Language Flagship projects significantly increasing the number of students enrolling in its Chinese language programs with the opening of a second overseas capstone site at Tianjin Normal University and an open competition for up to two domestic Chinese language Flagship

centers. The Language Flagship will also focus efforts on increasing Flagship enrollment numbers in all languages through improved recruiting and dissemination of results. Integral to this recruiting effort are scholarship and student support arrangements developed with Air Force and Army ROTC to pave the way for significant numbers of ROTC cadets to engage in language and regional training that greatly exceeds prior expectations for entering officers.

NSEP also plans to increase the numbers of states, school districts, teachers, and students participating in the development of K-12 foreign language programs, including dual immersion and 7th-12th grades intensive instruction models in languages including Arabic, Chinese, Portuguese, and Russian.

Institutionalization and dissemination of Language Flagship practices will increase the efficiency and impact of The Language Flagship in producing professional-level speakers of strategic languages across the full range of disciplines and professions.

## 2013 LANGUAGE FLAGSHIP INSTITUTIONS

### ARABIC

Michigan State University  
University of Arizona  
University of Maryland  
University of Michigan  
University of Oklahoma  
University of Texas, Austin  
*Moulay Ismail University, Morocco\**

### CHINESE

Arizona State University\*\*  
Brigham Young University  
Georgia Institute of Technology\*\*  
Hunter College  
Indiana University  
San Francisco State University  
University of Mississippi  
University of North Georgia\*\*  
University of Oregon  
University of Rhode Island  
Western Kentucky University  
*Nanjing University, China\*\*\**  
*Tianjin Normal University\**

### HINDI URDU

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

### KOREAN

University of Hawaii, Manoa  
*Korea University, South Korea\*\*\*\**

### PERSIAN

University of Maryland

### PORTUGUESE

University of Georgia, Athens  
*Sao Paulo State University, Brazil\*\*\*\**

### RUSSIAN

Bryn Mawr College  
Portland State University  
University of California, Los Angeles  
University of Wisconsin, Madison  
*St. Petersburg State University, Russia\**

### SWAHILI

Indiana University  
*State University of Zanzibar, Tanzania\**

### TURKISH

Indiana University  
*Ankara University, Turkey\**

#### Overseas Flagship Centers are in Italics

\* *Overseas Flagship Center managed by American Councils for International Education*

\*\* *Domestic Flagship Center with pilot Flagship/ROTC program*

\*\*\* *Overseas Flagship Center managed jointly by Brigham Young University and American Councils for International Education*

\*\*\*\* *Overseas Flagship Center managed by Domestic Program*