



Parents' Perspectives of The Language Flagship

As Flagship students Grace Garrett and Michael Norman begin overseas capstones this fall, their parents share views on and insights into the rewards and challenges (for themselves and for their children) of Flagship programs. Parents are thrilled to know that their children can complete an undergraduate degree while achieving professional proficiency in a critical language and an academic major, which gives Flagship graduates a decidedly competitive advantage in a global workforce.

Sharon and Ken Garrett say they recognized the value of The Language Flagship as soon as they learned about it. They told their daughter Grace, who decided within a day to study Russian. Grace was pleasantly surprised to learn that her first-choice college, Bryn Mawr, hosted a Russian Flagship Center. She jump-started her language studies by enrolling in a summer intensive Russian course and then a 1-year National Security Language Initiative for Youth program to study Russian in Kazan, Russia. Ken says that before his daughter started at Bryn Mawr College, he "had no doubt of Grace's ability to apply herself to the demands of the [Flagship] program successfully but was concerned that those demands, in the context of adapting to a new culture and distant country, would be extra challenging." Even though she already had studied Russian in domestic and overseas programs, Grace would encounter increasingly complex situations (academic and sociocultural) that would require increasingly advanced language skills. "I was right," Ken adds. "They were very challenging." But over the next 3 years, Grace's skills evolved and improved to meet the complexity required to interact with Russian speakers in diverse settings and in many countries outside of Russia.

Sharon says that she worried mainly about the stress her daughter would put on herself to successfully communicate in a foreign language and culture. The Garretts had encouraged Grace to advocate for herself and relied on the Flagship staff, at Bryn Mawr and overseas, to ensure that Grace navigated foreign waters calmly and successfully. This network provided Grace with the support needed to adapt to the linguistic, cultural, and social



Grace Garrett (right) uses her language skills to order food for her father, Ken Garrett (left), at a Russian restaurant in Portland, Oregon.

norms as well as develop close relationships with Russian speakers.

Diverse immersion experiences and advanced Russian skills enabled Grace to secure an internship at the Embassy of the United States of America in Tbilisi, Georgia, last summer. Because the internship provided Grace with opportunities to interact in Russian with supervisors, co-workers, and a host family, the Garretts feel that their daughter is well prepared for the Russian Overseas Flagship Capstone in Almaty, Kazakhstan. Sharon says that Grace has made progress in managing stress levels and adapting to situations throughout her Flagship experience. But ultimately, the practice, proficiency, and familiarity developed in multiple Russian-speaking countries gave Grace the confidence that she needed to be "interviewed on TV and in the newspaper in Georgia and Kazakhstan," Sharon says. She adds, "These opportunities would not have happened in Saint Petersburg."

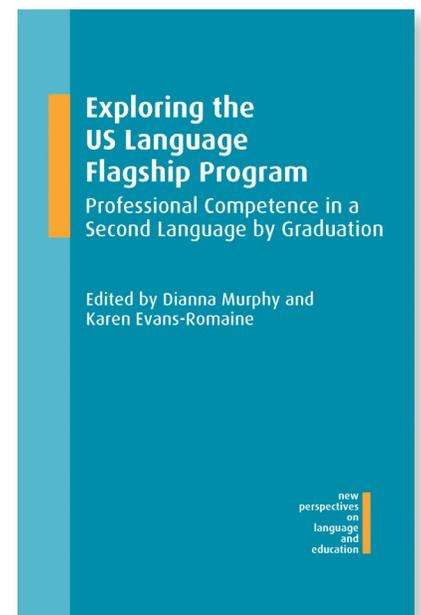
In contrast to the Garretts, parents Susan and David Norman learned about The Language Flagship from their son Michael. While attending the University of North Georgia (UNG) National Leadership Challenge, which is intended to introduce students to the Corps of Cadets, Michael was captivated by the strong focus and structure of the military. He was inspired to enroll in the UNG Reserve Officers' Training Corps (ROTC) program (so he can join the Georgia National Guard one

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New Book Outlines Flagship Model

The Language Flagship is proud to announce the recent publication of *Exploring the US Language Flagship Program: Professional Competence in a Second Language by Graduation* from Multilingual Matters. In this 11-chapter volume released on November 1, the successful language acquisition models developed by and shaping the Flagship community are shared by authors who are Flagship leaders; faculty directors; and language instructors of Arabic, Chinese, Portuguese, and Russian. Editors Dianna Murphy and Karen Evans-Romaine of the Russian Flagship Program at the University of Wisconsin, Madison, state that "this volume is the first devoted to sharing research, instructional practices, and curricular and programmatic models in U.S. undergraduate Language Flagship programs."

Over the past 14 years, The Language Flagship has developed, adjusted, and expanded its programs to provide undergraduate students with opportunities to pursue any academic major while achieving professional-level proficiency in a critical



This 11-chapter volume presents the models developed by and shaping the Flagship community.

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Parents' Perspectives ... (from page 1)



SHARON GARRETT

Sharon Garrett (right) welcomes her daughter, Grace Garrett (left), on her return to the United States after a year of study in Kazan, Russia.

day) and encouraged to study a critical language because the military seeks to develop leaders with international skills. During his first summer at UNG, Michael participated in the UNG Summer Language Institute and realized that the UNG ROTC Chinese Flagship Program would help him achieve professional proficiency in Chinese—which, in turn, would open many doors to him.

Like any parent, Susan says she worried that her son would not be able to balance the rigorous demands of the Flagship and ROTC programs. Daniela Martinez Kahn, managing director of the ROTC Chinese Flagship Program at UNG, says, "The questions [that] parents of civilian and ROTC students ask are all very similar, and probably the most common questions are about time management and student success rate." During campus visits and freshman orientation, UNG ROTC Chinese Flagship staff members engage with parents at information sessions that "open the

lines of communication with them, and [parents] have been invaluable resources in motivating and encouraging their students to stay on track," Kahn adds. Susan reports being impressed that the Flagship faculty and staff were "willing to go as far as the student was willing to go" to help students achieve their linguistic goals.

Double-majoring in international affairs and Chinese with a double minor in psychology and leadership, Michael is no stranger to hard work and dedication. (He also earned a black belt in karate while at UNG.) After starting college, Michael rarely was at home during the summer; instead, he enrolled in intensive Chinese courses in the United States and China. Susan says that her son returned from each experience more culturally aware and independent. Through it all, she kept reminding Michael that "life is a balancing act, no matter what stage you are in."

As Michael was embarking on his Chinese Flagship Overseas Capstone in Beijing, China, Susan was relieved to meet Flagship staff members in person and have them address her lingering concerns about the upcoming year. She plans to reach out to other Flagship parents who have similar concerns to share what she learned about how "interactive and transparent the program is due to the open communication of the staff and faculty."

Ken says that Flagship students "really want to succeed and carry a lot of pressure to do so under the very challenging conditions of international study abroad," but the program resources provide the support that Grace and other students need. And even though the bar is set high, Susan is no longer worried about Michael's capstone year. Flagship programs are not about "hoping students will do well," she explains; "they ensure [students] will do well."



SUSAN NORMAN

Michael Norman (center) attends an event at the University of North Georgia with his parents, David and Susan Norman.

Word from Flagship

Sam Eisen
Director
The Language Flagship



INSTITUTE OF INTERNATIONAL EDUCATION

On October 5, 2016, President Barack Obama issued "Promoting Diversity and Inclusion in the National Security Workforce," a presidential memorandum that outlines the importance of diversity in today's national security community. President Obama states,

Our greatest asset in protecting the homeland and advancing our interests abroad is the talent and diversity of our national security workforce. ... As the United States becomes more diverse and the challenges we face more complex, we must continue to invest in policies to recruit, retain, and develop the best and brightest from all segments of our population. ... [P]olicies that promote diversity and inclusion will enhance our ability to draw from the broadest possible pool of talent, solve our toughest challenges, maximize employee engagement and innovation, and lead by example.

The Language Flagship enrolls a diverse pool of students, many of whom are eligible for Pell Grants and other federal scholarships. Over the past 3 years, 19 Flagship students have received Benjamin A. Gilman International Scholarships from the U.S. Department of State for overseas study. In addition, the Martin Luther King, Jr., Elementary School—which serves a high-minority population in Portland, Oregon—recently launched a dual-language Mandarin immersion program in partnership with the Portland Public Schools and the Chinese Flagship Program at the University of Oregon and with support from The Language Flagship.

With stronger, broader national recruitment, Flagship programs will offer more students the opportunity to achieve professional proficiency in a critical language. Flagship-developed models of language acquisition and overseas immersion experiences provide all Flagship graduates with a competitive advantage in future job searches.

Flagship Reflections ... (from page 1)

language (Arabic, Chinese, Hindi/Urdu, Korean, Persian, Portuguese, Russian, Swahili, or Turkish). The Language Flagship's mission of creating the next generation of global professionals is showcased in chapters that recount the history of the initiative and describe its unique programmatic models, approaches to curriculum development, assessment methods, domestic and overseas summer programs, cultural activities, and year-long immersion experience called the Flagship Overseas Capstone.

The models and strategies presented throughout the book highlight how Flagship programs produce professionally proficient speakers of critical languages at the undergraduate level, with or without previous language learning experience. From ground-breaking approaches such as telecollaboration (i.e., the use of online communication technology to create virtual immersion environments that allow students to complete projects with language partners anywhere in the world) to forward-thinking models that build learner independence for sustained language proficiency, this volume addresses many of the challenges that face language departments in U.S. institutions of higher education. Flagship students do not succeed by virtue of their passion and skills alone.

This publication highlights the extensive Flagship resources that support students and ensure their success so that when they graduate and prepare to enter the workforce—whether in government, business, or a nongovernmental organization—they stand out from their peers.

“The American Council on the Teaching of Foreign Languages (ACTFL) enthusiastically endorses and supports the goals of the Language Flagship initiative to develop and recognize the professional language proficiency of our nation’s future leaders. ... The chapters contained in this volume examine the challenges, complexities, opportunities, and successes of the Language Flagship Initiative’s innovations for language instruction in post-secondary education.”

—Elvira Swender, American Council on the Teaching of Foreign Languages

Op-ed: A Parent’s Guide to Flagship Programs

Mary Marks
Coordinator, Flagship K–12 Blended Learning Pilot Project



CARLO SANTORO

In September 2011, my daughter Stacey was starting her senior year of high school after a National Security Language Initiative for Youth (NSLI-Y) summer program in Shanghai, China. We were researching universities that offered a major in Chinese when an American Councils representative from NSLI-Y encouraged Stacey to apply to a new Chinese Flagship Center at Hunter College in New York City. The Flagship offerings were substantially more desirable than those of other programs: initial summer immersion, advanced-level classes, weekly one-on-one tutoring and participant meetings, and summer programs overseas. The possibility that Stacey could achieve Chinese fluency in her second major, economics, was attractive. And the overseas capstone—well, no other university offered anything like it.

Where our children are concerned, we parents always have questions. To the parents of prospective Flagship students, I suggest comparing program details and discussing them with current or former students and parents. Questions related to academics include whether students can choose a second major and study overseas; which advanced language and content courses are offered; how language proficiency is supported and tracked and whether goals must be met for graduation; how many students participate and how many graduate; and what careers alumni pursue. Nonacademic questions include whether students can obtain financial assistance and whether ancillary support is provided to ensure student well-being. This last issue hit home for me when Stacey developed a severe allergy during a summer program in Taiwan. I contacted Flagship Director Der-lin Chao, who immediately connected with the program director in Taiwan to guide Stacey in seeking appropriate medical attention. I was relieved to observe a network of capable, dedicated professionals working together across continents to meet Stacey’s emergency health needs and ensure her ability to complete the program.

The Hunter College Chinese Flagship Program has more than delivered on its promises to us. Impressed with our experience, I suggested that my local school district invite Flagship representatives to speak with students studying Chinese in grades 6 through 12; the year-round Chinese Flagship K–12 Blended Learning Pilot Project was launched in December 2014 as a result. This collaboration between Hunter College and the Jericho School District in New York state now has 167 participants studying Chinese with Flagship blended learning models.

Stacey just began her Chinese Flagship Overseas Capstone in Nanjing, China. As a seasoned Flagship parent, I understand that capable staff members are just as essential to a program as attractive academic features; both aspects have contributed to my daughter’s life-changing Flagship experience. I see many doors opening to Flagship graduates; the global sky is the limit.

Newest Arabic Flagship Center Opens at Indiana University

In spring 2016, Indiana University (IU), Bloomington, was awarded the most recent grant to provide intensive, advanced-level, proficiency-based Arabic instruction to undergraduate students as part of The Language Flagship. IU–Bloomington joins four other domestic Arabic Flagship Centers, which are hosted at the University of Arizona; the University of Maryland, College Park; the University of Oklahoma; and the University of Texas, Austin. All Arabic Flagship students complete a capstone year at the Arab–American Language Institute in Morocco (AALIM) in Meknes, Morocco.

Housed in the School of Global and International Studies, the Arabic Flagship Program at IU–Bloomington is directed by Salman Al-Ani, a professor who specializes in Arabic linguistics and has published on Arabic phonetics, phonology, and morphology. Al-Ani has provided leadership for the university’s Department of Near Eastern Languages and Cultures and has embraced proficiency-based Arabic language instruction. The Flagship program’s academic director is Nader Morkus, an assistant professor who earned a Ph.D. in second-language acquisition and instructional technology from the University of South Florida in 2009. Morkus teaches beginner, intermediate, and advanced Modern Standard Arabic as well as topics in contemporary Arab culture.

For its inaugural semester (fall 2016), the Arabic Flagship Program at IU–Bloomington enrolled 45 students. These committed undergrads are eager to push themselves, both on Bloomington’s campus and overseas, to achieve professional proficiency in Arabic and join the next generation of global professionals.

Student Completes Two Flagship Programs Concurrently

Joe Sammarco knows how to learn languages. Always up for a challenge, he learned Arabic and Persian simultaneously to gain an unique perspective of the Middle East. Sammarco first enrolled in the Arabic Flagship Program as a transfer student to the University of Maryland (UMD), College Park, then joined the Persian Flagship Program after a Flagship staff member mentioned that he could study both languages at the same time. “If you want to take your language studies seriously, this is the program for you,” says Sammarco, who now is professionally proficient in Arabic and Persian. “Flagship is the only way I see to do it.” Studying two critical languages in intensive programs of study was not an easy task. Every week, Sammarco dedicated many hours to meeting with language conversation partners, attending Flagship workshops, and participating in cultural activities—all for both Arabic and Persian. “I don’t get mixed up because the more you study, the less you slip up,” he says, “and it makes it easier to transition between the two languages.” He adds, “You cannot rush the process.” Sammarco successfully completed the domestic Persian Flagship Capstone at UMD—College Park in 2014–2015 and then the Arabic Flagship Overseas Capstone in Meknes, Morocco, as a 2015–2016 Boren Scholar. He works as a medical interpreter at the Johns Hopkins Hospital in Baltimore, Maryland, while exploring career opportunities that will fulfill his service requirement.



JOE SAMMARCO

Joe Sammarco visited the coastal village of Oualidia during his Arabic Flagship Overseas Capstone in Morocco.

Flagship Centers

Arabic Indiana University, Bloomington University of Arizona University of Maryland, College Park University of Oklahoma University of Texas, Austin <i>Arab–American Language Institute in Morocco</i> ¹ <i>Moulay Ismail University, Morocco</i> ¹	Portuguese University of Georgia, Athens <i>Federal University of São João del-Rei, Brazil</i>
Chinese Arizona State University Brigham Young University Hunter College Indiana University, Bloomington San Francisco State University University of Hawai‘i, Mānoa University of Minnesota University of Mississippi University of North Georgia ² University of Oregon University of Rhode Island Western Kentucky University <i>Nanjing University, China</i> ³ <i>Beijing Union University, China</i> ¹	Russian Bryn Mawr College Portland State University University of California, Los Angeles University of Wisconsin, Madison <i>Al-Farabi Kazakh National University, Kazakhstan</i> ¹
Hindi Urdu University of Texas, Austin <i>Jaipur Hindi Center, India</i> <i>Lucknow Urdu Center, India</i>	Swahili Indiana University, Bloomington <i>MS Training Centre for Development Cooperation, Tanzania</i> ¹
Korean University of Hawai‘i, Mānoa <i>Korea University, South Korea</i>	Turkish Indiana University, Bloomington <i>Azerbaijan University of Languages, Azerbaijan</i> ¹
Persian University of Maryland, College Park	African Flagship Languages Initiative University of Florida <i>The West African Research Center, Senegal</i> ¹ <i>Universidade Eduardo Mondlane, Mozambique</i> ¹ <i>MS-Training Center for Development Cooperation, Tanzania</i> ¹
	South Asian Flagship Languages Initiative University of Wisconsin, Madison <i>American Institute of Indian Studies, Jaipur and Lucknow, India</i> ¹

¹ Overseas Flagship Center managed by American Councils for International Education

² ROTC Flagship Program

³ Overseas Flagship Center managed by Brigham Young University and American Councils for International Education

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

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