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LANGUAGE ROADMAP FOR THE 21ST CENTURY

Report of the Texas Language Summit at the University of Texas at Austin, October 2007

Texas

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Texas

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A Report of the
Texas Language Summit
at the University of Texas at Austin

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What is the Texas Language Roadmap?

THE TEXAS Language Roadmap is a series of integrated proposals for steps that should be taken to ensure that Texas students are equipped with advanced levels of linguistic and cultural proficiency in English and at least one other language in order to be adequately prepared for an increasingly global future.

This report was released to the public in October 2007. It includes a summary of information gathered during the Texas Language Summit project and a set of action plans that can help to close the gap between the articulated need for a multilingual workforce in Texas and the current capacity in the state educational system to provide employees who are both culturally and linguistically proficient at an advanced level.

PREFACE

What is the Texas Language Summit Project?

IN FEBRUARY 2007, the University of Texas at Austin was selected as one of three institutions around the country to participate in the federally-funded 2007 U.S. Language Summits project. The goal of this project was to assess and address the economic, social and cultural imperatives for language skills and to develop a set of “roadmaps” at state and local levels toward an effective incorporation of language education, at all levels, in the American education system. These roadmaps are to underline the respective roles of business, education, and government in the necessary partnership to affect significant change.

In May, with support from the Departments of Commerce, Defense and Labor, and the National Security Education Program, researchers from the Texas Language Summit conducted a series of interviews with members of the business, government, and NGO communities in four geographic regions around the state: Austin, Dallas/Fort Worth, Houston, and San Antonio. The following month, approximately 60 members of these communities and the education community gathered in Austin for a working session to define the “landscape” of language in the state and local context. The information gathered in the interviews and at the Summit was used to evaluate the need in Texas for a workforce with skills in languages in addition to English that affect economic competitiveness and the capacity to deliver services and goods to local populations.

In July, two cross-sector working group sessions were held which focused on how to respond to the articulated need for a multilingual workforce. The working group delineated approaches to responding to language needs with current and proposed resources, with particular attention as to how best engage the stakeholders in the design of and support for a solution.

For further information and full documentation of the project, please see the Texas Language Summit web site: <http://texaslanguagesummit.org/>

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WILL THE NEXT generation of business and community leaders in Texas be able to deal with a globalized world on its own terms? Are businesses more likely to turn to graduates of Texas schools and universities for their future needs, or will they have to recruit from out of state and country? Will young people graduating from Texas schools and universities a decade from now have the necessary linguistic skills and cultural competencies to deal with employers, employees, clients, investors, visitors, and friends who are just as likely to be based in China, Argentina, or Poland as they are in San Antonio? The report, *Language Roadmap for the 21st Century: Texas*, envisions a state in which...

STRATEGIC VISION

- All stakeholders – government, business, education, parents, students, communities – will understand and value the economic, cognitive, and humanistic benefits of learning languages and cultures other than English.
- School districts will have a sufficient number of certified teachers of languages other than English in the languages determined to be most valuable by their respective communities, and all pre-service teachers of languages other than English will graduate with advanced-level proficiency in the language they will teach.
- Students graduating from Texas high schools will have advanced or pre-advanced linguistic and cultural proficiency in English and at least one language and culture other than English developed through early language learning programs and extended sequences of language instruction.
- Business and government will develop programs and partnerships that value highly advanced proficiency in languages and cultures in addition to English and that promote the study of those languages.

Achieving these ambitious goals will entail a lengthy process involving numerous initiatives and the participation of all stakeholders. It will require the creation of a high-level coordinating board responsible for assessing the state's progress in meeting the goals, and it will take vision and commitment, a willingness to innovate and experiment, a new infusion of resources, and the institutionalization of a long-term perspective to achieve success in this vital effort, the scale and difficulty of which can only be measured, and its importance truly appreciated, in relation to the even more staggering costs of not implementing these proposals.

*A Vision for a Multilingual
Texas: 2007 and Beyond*

THE OBJECTIVE of this report, *Language Roadmap for the 21st Century: Texas*, is to identify the conditions that will lead to advanced linguistic and cultural proficiency in a language other than English for all students graduating from Texas high schools by 2027. The roadmap, prepared in partnership by the Texas Language Summit and the South Asia Institute, presents an overview of the current state of teaching and learning capacity in languages other than English, identifies the conditions that have contributed to the current imbalance between the supply of and demand for languages other than English, and offers a series of integrated proposals for steps that should be taken to ensure that Texas and Texans are adequately prepared for an increasingly global future. Based on five months of interviews, data collection, and feedback from stakeholders, the Texas Language Summit report focuses its long-term recommendations on the following four goals.

Raise Public Awareness

This goal seeks to ensure that all stakeholders will understand and value the economic, humanistic, and cognitive benefits of learning languages in addition to English. The proposals for raising public awareness involve:

- Business information campaign outlining the economic benefits and opportunity costs associated with and without a multilingual workforce
- Public service campaign led by government agencies reiterating language access as a necessary condition for legally mandated services and the human and financial costs that accrue in the absence of trained language specialists and interpreters
- Campaign by education advocacy groups familiarizing the public with the cognitive benefits of multiple language learning

Increase Instructional Capacity

This goal seeks to ensure that all school districts have a sufficient number of teachers in required languages (as identified by local communities) and that those teachers have the requisite advanced-level language skills and knowledge to lead standards-based, proficiency-oriented language classrooms. This will require:

- Addition of new language teaching certificates and exams
- Expansion of language certification prep courses for probationary and pre-service teachers
- Restructuring of the language teacher education curriculum to focus on standards-based, proficiency-oriented instruction
- Collaboration between education and foreign language departments at teacher training institutions to create an integrative, cross-disciplinary curriculum for language majors that includes study abroad

Develop Advanced Linguistic & Cultural Proficiency

This goal seeks to ensure that students graduating from Texas's high schools will have advanced linguistic and cultural proficiency in English and at least one other language. To achieve this goal, the report proposes:

- Implementation of an early language learning program and extended sequences of language instruction in all school districts
- Expansion and addition of programs for heritage speakers and creation of new special-purposes courses such as Chinese for business and Spanish for health care
- Inclusion of Languages Other Than English (LOTE) in the foundation curriculum and establishment of a P-16 curriculum articulation project
- Creation of enrichment programs such as international language academies in which students learn three or more languages (including English) through content-based instruction

EXECUTIVE SUMMARY

Create Incentive Structures

The final goal emphasizes the role of business and government in partnering to promote the study of language and to develop advanced-level proficiency through incentives aimed at college students, recent graduates, and current employees. To that end, the report recommends:

- Salary premiums for employees with advanced language proficiency and subsidies to encourage further study
- Study abroad scholarships and work abroad immersion experiences
- Internships for college students with advanced linguistic proficiency
- Tax incentives for businesses that invest in enhancing their employees' language proficiency
- Inclusion of Languages Other Than English in the Texas Governor's School enrichment program
- Creation of a state Language Service Corps for college graduates with advanced language skills with related financial benefits

THE REPORT argues that these ambitious and complex proposals are vital to the long-term economic health of the State of Texas in a globalized economy. The full implementation of these proposals will require the creation of a high-level coordinating board legally mandated to establish benchmarks and assess the state's performance in reaching the core objective of a linguistically and culturally competent workforce. The board's first responsibility will be a large-scale survey of Texas business, government, and education agencies to establish local and state-level quantitative benchmarks and to propose a funding strategy to ensure the full implementation of these programs and policies.

There is no question that achieving these goals will involve the participation of all stakeholders working together in strategic partnerships and will require new resources, both financial and intellectual. It will take vision and commitment, a willingness to innovate and experiment, and the institutionalization of a long-term perspective to achieve success in this vital effort. Without high-level attention to these concerns, from the Governor's Office to corporate boardrooms, these challenges will not be met. The task ahead may seem daunting, but the scale and difficulty of the effort can only be measured – and its importance truly appreciated – in relation to the even greater costs of not implementing these proposals.

EXECUTIVE SUMMARY

The State of Texas is increasingly operating in an environment where knowledge of and access to international markets are key drivers of economic well-being. According to *Southwest Economy* (Kumar & Virmani, 2007), a publication of the Dallas Federal Reserve, the state exports 15% of its output, and one in five manufacturing jobs is linked to overseas demand. This is consistent with prevailing patterns across the United States, especially in those states with strengths in the most vibrant sectors of the economy. Even more surprising is that international demand for Texas products is no longer concentrated in traditional markets such as Mexico. While Mexico is still the largest overseas purchaser of goods and services from Texas, taking up to a third of its total exports in 2006, one quarter of Texas gross domestic product is now exported to Asia. In addition, 12% of Texas exports go to the European Union and 11% to the rest of Latin America. It is even more telling to look at rates of export growth to these new markets in the last year. Exports to Latin American markets other than Mexico grew at a rate of 31%, exports to the EU grew at 26%, and exports to Asia rose 29%.

The data tell only one part of the story, however. The service sector in Texas, including tourism, health care, finance, law, and information services, shows an increase in overseas clients based on comparisons with figures from a few years ago. The Office of the Governor, Economic Development and Tourism (2007), reports that Texas receives approximately eight million foreign tourists annually who pump an estimated \$4.9 billion into the state economy. The world-renowned medical facilities in Houston and Dallas attract experts and patients from around the world. In addition, the high technology hub of Austin is directly linked to offshore facilities around the globe, especially in Asia. These remarkable figures make clear the real and positive impacts of a globalized world on the state of Texas, a trend that shows no sign of decreasing.

Beyond economics, the demographic profile of the state's population has also changed significantly in the last decade (Real Estate Center, 2007). Groups that have traditionally been minorities in Texas such as Hispanics, African Americans, and Asian Americans are now in the majority; over half the population of the state is non-white. In addition, Texas now has the nation's third largest African American and Asian American populations. Moreover, the rate

of increase of these populations, as well as that of Native Americans, Hawaiian and Pacific Islanders, and Alaskan natives, is the second highest in the country. This influx of new migrants and growth of ethnic communities has also brought considerable economic gain to the state. Asian populations in Texas, to take one example, operate 78,000 businesses generating \$20.6 billion annually. In Houston alone, there are 16,000 Asian businesses producing revenues of \$5.5 billion each year (Moreno, 2007). These statistics show that Texas has changed rapidly in the last decade, and the influence of international factors on the state, especially in its commerce and its demography, is growing significantly. Again, this trend shows no signs of slowing.

Responding to these developments, this report addresses the following closely related questions: Has the State of Texas taken sufficient action to ensure that its school and college-going populations are adequately prepared to enter an increasingly globalized, knowledge-based economy at the appropriate level of skill and competence? Will the next generation of business and community leaders be ready to deal with a globalized world on its own terms? Are Texas businesses more likely to turn to graduates of Texas schools and universities for their future needs, or are they going to have to recruit from out of state or even out of the country? In particular, will young people graduating from Texas schools and universities a decade from now have the necessary linguistic skills and cultural competencies to deal with employers, employees, clients, investors, visitors, and friends who are just as likely to be based in China, Argentina, or Poland as they are in San Antonio?

THE DEMAND FOR LANGUAGES OTHER THAN ENGLISH IN TEXAS

Over the summer of 2007, researchers from the Texas Language Summit conducted interviews with a variety of small and large businesses and public sector agencies based in Austin, Dallas, Houston, and San Antonio to elicit responses to these questions. One unambiguous conclusion of the survey was that advanced linguistic skills and cultural competency are key in maintaining Texas' competitive edge in the business environment of the future.

While English is still considered the international language of commerce, the majority of survey respondents felt that not knowing other languages worked against U.S. business in the long run. As a representative of the U.S. Department of Commerce stated, "I think [it] is of vital importance for us as a nation to be competitive on a language basis. Although English is the language of business, it's imperative that companies have [the] capability [to communicate in languages other than English]." An executive in a large shipping company noted: "[The need for foreign language competency has] always existed, but I think it's more so today ... It's an even better thing to have for a variety of reasons

because, like on the sales side, it breeds kind of a common bond or common ground with potential customers.” Those who already do significant amounts of business in China and Asia were particularly clear about the need for and importance of competency in foreign languages. One respondent speaking about future needs and skills argued for the acquisition of “any [language] from Asia because of the size of Asia. We’ll need to continue to have Mandarin speakers ... I do think ... Mandarin, Japanese, Korean ... [are vital].”

Advanced Language Competency

Although English was the primary language of communication for nearly every business and agency surveyed, the next four most commonly used languages were Spanish, French, Chinese, and Vietnamese. It came as no surprise to find that for many businesses and all government agencies Spanish is, in the words of one Texas technology executive, “absolutely necessary for doing business.” For a number of respondents, however, employees possessing sufficient Spanish language skills were not readily available. As a member of a large business association said: “We would definitely recruit new employees with Spanish skills. I would think an applicant with language skills would get priority. We are getting kind of frustrated with nobody knowing [Spanish] well enough.”

Even in Spanish-speaking settings, interviewees raised concerns regarding the skill level of the speakers. A construction company executive pointed out, “As a company, we are just now initiating ... live or e-communication with our customers, where we are able to chat with them on-line. We’re not there yet. ... That’s just, as you know, the way the world is today. ... Which [means] not only do you need good [oral] communication skills, but you also need good writing skills, both in English and in Spanish [which we don’t have].” A lawyer in a medium-sized firm elaborated: “Our big challenge is to have an administrative staff and secretaries who are proficient in both general language and legal terminology. A lot of people have spoken language ability but their familiarity in that language is purely from family and social contexts. It is not helpful. In the Spanish language community that exists here in Austin or in San Antonio, Dallas, or Houston, you may have people who have grown up speaking Spanish, but it’s not a formal Spanish because they were not educated in a Spanish-speaking environment. Their knowledge of Spanish is only that spoken in the home. So their grammar, spelling, writing skills are [not adequate for our needs].”

One unambiguous conclusion of our survey was that advanced linguistic skills and cultural competency are key in maintaining Texas’ competitive edge.

A representative of a regional workforce board struck a more optimistic note. Speaking of the benefits of growing up in a multilingual home, she noted: “Because we’re a workforce board, we look at workforce policy. I think in general we have the philosophy that this isn’t so much a burden as an opportunity for our region that, if we can get the kids coming through school now who are

speaking Spanish or whatever language at home – if we can get them truly bilingual – that would be a tremendous economic asset. We see that as an economic competitiveness issue. Depending on how our region handles it – from the school system to the employers, all the way through the economy – if we can capitalize on this [bilingual ability] it will be a great thing. If not, we’re going to have a lot of workers who are going to have a really tough time in the workplace. So we need the schools to not ... take away the students’ native language but really build on it so that we have a real competitive advantage.”

Cultural Competency

A significant number of interviewees emphasized the point that access to languages in addition to English means advantages well beyond overt communication. Language is also a means to effective engagement in non-verbal communication, to understanding the cultural codes and unspoken cues that are sometimes the difference between success and failure in business transactions. Beyond language skills, in other words, is cultural competency.

Forty-one of forty-six interviewees insisted that knowledge of cultural differences is very important, if not critical, to their operations. As one manager in a leading technology company put it: “We consider culture above language because cultural understanding is very critical to our business ... [even more] than language is. ... It is a very critical issue because we are a truly global company, and every initiative, program, and product is deployed globally. Therefore we try to train our people to understand different cultures in general ... to work well with colleagues and clients in other countries.” Another executive said, “We think [understanding cultural differences] is the most important part of doing business because, if you don’t understand what the differences are ... you don’t know what you have lost in translation.”

Lack of Awareness

It was disheartening, however, to find that many sectors of the population do not appreciate the practical advantages of being able to communicate in multiple languages. One respondent told us: “I do a lot of informational interviewing for college students, and I am amazed at the number of students who come in to talk to me about their future – graduating seniors who want to get into international [business] – who do not have a second language. And every one of them I tell, ‘Stop ... go get a foreign language. You cannot operate without some foreign language. If you’re going to stay in the Southwest, it better be Spanish ...’ I do think it’s an interesting point that people need to be aware of – especially educators and students – that you just can’t go through life in a global society without at least one more language.”

This lack of awareness is not restricted to students and young people. A number of mid-level executives reported that they had little success in getting

their bosses and senior colleagues to take the language issue seriously. Most companies do not reward employees for proficiency in more than one language, and many top-level executives hold firmly to the idea that since the language of high-level business is English, no other language is necessary. As one participant said: “At least in terms of the business world, English is still, and probably will be for the foreseeable future, the ‘lingua franca’ in the business world. I don’t see that changing, I really don’t. It’s become so entrenched, and it’s become the common denominator for so many people – knowing proper English, being able to communicate both orally and [in writing].”

Costs of Insufficient Language Capacity

The opportunity costs resulting from the lack of a linguistically and culturally competent workforce are considerable. From a business viewpoint, an inability to respond to needs articulated in unfamiliar languages and contexts limits a company’s possible customer base. Furthermore, having to depend on external translation services to make up for a lack of in-house language skills is expensive and limits a company’s ability to act quickly in global markets. Worse still, such a lack of in-house language skills may prevent a firm from even recognizing that a potential business opportunity exists. As one mid-level manager said, “We don’t even know what we don’t know.”

From a state and local government perspective, if agencies do not have the necessary language capacities, clients who may not yet speak English may be blocked from accessing state services and resources to which they are legally entitled, such as healthcare assistance and legal services. “We need competent, skilled individuals that can conduct healthcare eligibility interviews in Spanish,” reported one participant; another needed Vietnamese-speaking employees for the same task. In hospital emergency rooms, a lack of multiple language capacity may even be an issue of life and death. A patient’s injury may be observable, but as a healthcare worker pointed out, language is required to determine medical history or allergies to medications, information crucial to determining appropriate treatment options. In addition, many other interviewees mentioned that the lack of adequate numbers of and diversity in court translators could result in unnecessary and sometimes unlawful detainment and possible civil rights violations. As one program manager indicated: “We need employees who speak languages other than English to provide customer service, but we have a legal mandate to provide licensed interpreters to insure a defendant’s rights are not violated. If no interpreter is available, the court process comes to a halt.”

“We need employees who speak languages other than English to provide customer service, but we have a legal mandate to provide licensed interpreters to insure a defendant’s rights are not violated.”

When faced with a lack of adequate language capabilities, many businesses and government agencies resort to “work arounds,” such as hiring private

translators or temporarily assigning employees with proficiency in languages other than English to the areas with the most immediate needs. These workarounds not only incur costs, but also create inefficiencies and bottlenecks throughout organizations.

CURRENT LANGUAGE CAPACITIES & LIMITATIONS

Turning to the ‘supply side,’ data on the scope of foreign language education in Texas appear reassuring at first glance. According to the Texas Education Agency (2007), roughly 40% of the state’s seventh to twelfth graders were enrolled in a language class during the past school year. This number will grow in the future due to a new state mandate requiring all high school students to take at least two credits (a minimum of two years of study) in a foreign language in order to graduate. The graduating class of 2008 will be the first group of students affected by this order.

As might be expected, Spanish leads the way among the fifteen-plus languages studied across the state, accounting for 81% of total student enrollment in second language classes. Rounding out the top five languages taught within the state are French, German, Latin, and American Sign Language. Also offered are courses in Spanish for Native Speakers, Japanese, Chinese, Russian, Italian, Hebrew, Arabic, and Hindi.

While several less commonly taught languages (LCTs) are now taught in Texas public schools, the increasing rate of Spanish enrollments shows it will continue to dominate in the future. In addition to the traditional language sequence, some Texas schools offer exploratory language classes and cultural topics which introduce students to a number of different languages over the course of a semester or school year, in part to help them decide which language to study in high school. According to the Texas Two-Way/Dual Language Consortium (2007), there are currently two hundred and fifty-five two-way/dual language programs in Texas districts. In addition, the Center for Applied Linguistics (2006) reports that there are eight foreign language immersion programs in Texas: seven of these are in Spanish, one is in French. However, in spite of research showing that foreign language learning is much easier at a young age, Texas Education Agency data indicate that fewer than 3% of elementary students in Texas study a foreign language, excluding students in dual-language and bilingual programs.

Extent of Language Learning

As noted above, these figures appear somewhat reassuring at first glance. A more careful examination, however, reveals that the number of students enrolled in languages other than English plummets at the end of the second year of language study. Among those who begin a language, less than one quarter continue on

to the third level, and roughly two percent of them continue on to the fourth level. In other words, students are meeting the absolute minimum requirements and are not continuing their language studies, falling well short of the language proficiency level needed to be effective in a bilingual or bicultural setting.

Data from the Texas Higher Education Coordinating Board (2004) also reflects this trend. Although Texas universities offer majors in Spanish, French, German, Russian, and ten other languages, only 1.3% of all 2004 graduates majored in a foreign language. At the state's flagship institution, the University of Texas at Austin, less than 1% of students enrolled during the 2007 school year will graduate with foreign language or area studies majors.

Between Needs & Capacity

How well is the State of Texas meeting the current and future needs of businesses operating in a globalized economy and government agencies facing a rapidly diversifying population? All indications are that the existing supply of proficient speakers of languages other than English is inadequate to meet the current demand, much less any future demand. Less than half of Texas public school students in grades 7–12 are enrolled in second language classes, and the great majority of these students will end their studies after two years, eliminating the possibility of achieving advanced linguistic and cultural proficiency. Less than 5% of Texas students are enrolled in French classes, and insignificant numbers of learners study Asian languages such as Mandarin Chinese, Japanese, Korean, or Vietnamese. Beyond these figures, striking as they are, lie other factors limiting the extent of language learning and increased language proficiency in Texas:

Language Acquisition and Age. The ability to develop an advanced proficiency in a language is directly related to the length of time spent studying that language (Curtain, 1990). Scholars also argue that children who are exposed to other languages and cultures at an early age tend to be more open to cultural differences (Lipton, 1995) and that after age ten, they begin to have more stereotyped views of people they see as “other” (Curtain & Pelosa, 1994). Since only a small minority of Texas students have a formal opportunity to begin learning another language at an early age, to complete extended sequences of language study at a later age, or to have immersion experiences at any age, it is no wonder that language skills developed in school are inadequate to meet professional proficiency requirements.

As multiple interviewees indicated, employees in both business and government need not only proficiency in a language other than English but also a strong understanding of that language's cultural context.

Integration of Language and Cultural Learning. As multiple interviewees indicated, employees in both business and government need not only proficiency in a language other than English but also a strong understanding of that language's

cultural context. State standards for languages other than English call for the integration of culture and language in instruction because the two complement and support each other. A natural offshoot of this accepted idea is that studying other cultures in depth from an early age can raise interest in learning foreign languages. Cultural awareness and understanding can not be adequately inculcated in students who take short sequences of language study beginning as late as high school, however, as is the case with most students in Texas.

Making Language Learning Practical. Business and government employers stressed the need for having foreign language abilities tied to functional skills and field-specific content, such as specialized terms used in law, medicine, engineering, criminal justice, and other professional fields. Unfortunately, there are currently very few secondary and high school language programs in Texas that take this need into account. If schools and universities do not offer such instruction, businesses and government agencies must bear the costs of retraining employees in these areas. In turn, the relative lack and expense of such training programs lead businesses and government agencies to continue to use inefficient and costly work-arounds.

Re-valuing Languages Other than English. There are countless young Texans who grow up hearing a language other than English in their homes, neighborhoods, communities, and places of worship. Among these heritage languages are precisely the languages whose prominence is growing in the global market: Spanish, Vietnamese, Hindi, Amharic, Korean, Mandarin Chinese, and others. The young people exposed to these languages have a natural advantage in becoming bi-, or even multilingual, if given the opportunity to further their proficiency in an educational setting. However, very few school districts see informal knowledge of heritage languages as a building block for additional, formal language acquisition.

Best Practices

The concerns outlined in this report are not new; scholars of second language acquisition have been calling attention to research on these issues for a long time. However, independent school districts rarely have the means and resources to respond to and incorporate the insights of research in a timely way. Fortunately, we can point to some successes. A varying combination of local needs, parental pressure, and innovative administrators have led to the following examples of novel and successful language-learning systems in Texas.

Hurst-Euless-Bedford Independent School District. This district near Dallas developed an initiative they call the Edge (“Preparing students for the highly competitive global economy of today *and* tomorrow”). The Edge includes programs such as the Spanish Immersion Edge, which is currently available

to students in first through sixth grade with additional grades to be added as students matriculate, and the International Business Initiative (starting in the 2007–2008 school year), which allows seventh and eighth grade students to enroll in Hindi or Mandarin Chinese classes to “prepare [them] to enter a workforce where these languages are essential to success in a global marketplace.” The school district is funding the initiative and hopes to expand it through grant monies.

Northside Independent School District. This San Antonio district established its two-way/dual-language immersion programs, One World, Two Languages/Building Bilingual Communities, with funding from federal grants, including Title VII and the Foreign Language Assistance Program. Kindergarten and first grade students receive instruction presented 90% in Spanish and 10% in English. By fifth grade, instruction is presented 50% in Spanish and 50% in English. At the end of six years, results for the original cohort were impressive. English-speaking students had attained an intermediate-mid to intermediate-high level of proficiency in Spanish and were placed at Level III or III Pre-AP in middle school, while 90% of Spanish-speaking students achieved an Advanced or Advanced High score on the Reading Proficiency Test in English. Additionally, 100% of sixth graders from the original cohort passed the reading portion of the Texas Assessment of Knowledge and Skills (TAKS), and 95% of them passed the math portion of the TAKS.

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Alicia Chacón International School, Ysleta Independent School District. In this two-way immersion magnet program begun in 1995 in El Paso, children study in English, Spanish, and a third language chosen from Chinese, Japanese, German, or Russian. The program begins in Kindergarten with an 80/10/10 model (80% of instruction is in Spanish, 10% is in English, 10% is in the third language). This changes at grades 3, 5, and 7 to end with a 30/60/10 model. A government-funded study of two-way immersion programs in 2000 reported math and reading scores for students at Chacón on a statewide assessment were higher than scores for both the district and the state as a whole (Howard, 2002).

Cautillo Independent School District. This district, also in El Paso, received a five-year grant from the U.S. Department of Education to improve the instructional program for English language learners by replacing traditional bilingual programs with an “additive, enrichment” form of the program. A central component of their project is professional development designed to enhance instructor knowledge of research-based instruction and second language acquisition theory. Partnering with two universities, educators in the program are pursuing master’s degrees in two-way bilingual education.

Alamo Heights Independent School District. This San Antonio district offers a Spanish immersion program for native English-speaking students who want

to become fluent in Spanish. Instruction is entirely in Spanish from first grade through midyear of second grade, when the curriculum introduces English Language Arts. The curriculum taught in Spanish immersion otherwise parallels that of English-only classes. Students commit to five years of the program and will be able to continue through twelfth grade.

The University of Texas at Austin. The state's premier flagship institution is home to the Hindi-Urdu and Arabic Flagship Programs, which were established through grants from the Language Flagship and the National Security Education Program (NSEP). These Flagship programs are designed to bring students of critical languages to professional levels of fluency as they combine study in a variety of majors with study of the targeted language. The Hindi-Urdu Flagship program, for example, will include coursework in students' majors (which could range from engineering to history) using the two languages, a Hindi-Urdu living environment, native speaker tutors, and a year abroad in India.

The persistent gap between the supply of and demand for foreign languages points to what economists call ‘market failure.’ In other words, the failure of the current market to offer tangible benefits to employees with demonstrated foreign language skills or to those actively building foreign language skills implies that a more active public policy is needed to increase the pool of linguistically and culturally competent employees. In order to ensure that all students graduating from Texas high schools in 2027 have advanced skills in an essential language other than English, the Texas Language Summit presents a Strategic Vision which recommends working towards the following four goals:

- 1 *Raise Public Awareness.* All stakeholders – government, business, education, parents, students, communities – will understand and value the economic, cognitive and humanistic benefits of learning languages and cultures other than English.
- 2 *Increase Instructional Capacity.* School districts will have a sufficient number of certified teachers in the languages other than English determined to be most valuable by their respective communities, and all pre-service teachers of languages other than English will graduate with advanced-level proficiency in the language they will teach.
- 3 *Develop Advanced Linguistic and Cultural Proficiency.* Students graduating from Texas high schools will have advanced or pre-advanced linguistic and cultural proficiency in English and at least one language and culture other than English developed through early language learning programs and extended sequences of language instruction.
- 4 *Create Incentive Structures.* Business and government will develop programs and partnerships that value highly advanced proficiency in languages and cultures in addition to English and that promote the study of those languages.

The remainder of this report offers proposals designed to meet the four goals of the project’s Strategic Vision. These recommendations represent a practical synthesis of information gathered through interviews with members of the business, education, and government communities, reflect the discussions held by a dedicated working group that met during the summer to further develop proposals to promote advanced language proficiency, and incorporate conversations with stakeholders from around the state. By way of prefiguring our conclusions, we stress that the first step in this process is the creation of a high-level coordinating board composed of representatives of all responsible stakeholders that is legally mandated to assess the state’s performance

The failure of the current market to offer tangible benefits to employees with demonstrated foreign language skills or to those actively building foreign language skills implies that a more active public policy is needed to increase the pool of linguistically and culturally competent employees.

in meeting the goals of the roadmap. The board's first responsibility will be a comprehensive survey of Texas business, government, and education agencies to establish local and state-level needs for languages in addition to English and to identify which languages are needed. At the same time, this board will need to develop a viable long-term and sustainable funding strategy to ensure the full implementation of these programs and their permanent incorporation into the Texas educational landscape.

GOAL I
Raise Public Awareness

The first goal of the Strategic Vision states that all stakeholders will understand and value the economic, humanistic, and cognitive benefits of learning languages in addition to English. Responses to interviews and conversations with Texas Language Summit participants, however, point to a distinct lack of awareness in both the business community and the general population of the benefits of having a workforce with high levels of proficiency in languages other than English. The prevailing sentiment among upper management in the private sector is that English is the only language needed to conduct business around the world, even though interviews with mid-level managers clearly indicated that increased language proficiency and cultural understanding are required for long-term business growth. The government sector, on the other hand, is acutely aware of the benefits of hiring and retaining multilingual employees and even more so of the opportunity costs (both human and economic) of not providing needed services in critical languages. Whether the public at large appreciates the stakes involved in this issue or realizes the material and human costs in this way is doubtful, however, as the issue of multiple language competencies is often wrapped up in political discourses related to immigration and national identity. Also doubtful is the general public's understanding of the need for extended language sequences to begin in the early grades so that students can attain the advanced proficiency levels required by both the private and public sectors. Although many people recognize that it is easier to learn a second language as a young child, there is a widely held view that learning a second language can be harmful to first language development. This deficit model of bilingualism persists despite scientific evidence to the contrary and despite the fact that children in many other countries successfully develop abilities in two or more languages from infancy.

All stakeholders – government, business, education, parents, students, communities – will understand and value the economic, cognitive and humanistic benefits of learning languages and cultures other than English.

Little progress can be made in addressing the demand in the public and private sectors for speakers of languages in addition to English without a public information campaign. The first step is to gather, classify, amplify, and dissemi-

nate information on the benefits and costs of having or not having adequate language competencies. Carefully crafted arguments based on this data will become the basis for a sustained and long-term campaign to change mindsets across the public and private sectors about the need for and value of multilingual capacity. Ideally this campaign will be headed by one or more highly respected public figures who are willing to be closely associated with this cause and who can speak authoritatively to these issues. The messages this campaign will convey will be tailored to different audiences (business, parents/public, or government) and will be directed by the stakeholders identified below.

1.1 Business Campaign

Organizations involved in promoting business growth within the state such as Chambers of Commerce, the District Export Councils, the Texas Workforce Commission and the Office of the Governor, Economic Development and Tourism will coordinate to produce documentation to effectively communicate the economic benefits of a multilingual workforce. In order to illustrate the relationship between increased profits and the addition of those skills, they will draw on the experience of companies that have used their employees' knowledge of other languages and cultures to enter global markets or to expand local, regional, and national markets. They will also identify possible opportunity costs in terms of what markets would have been missed and what profits from sales and services would have been lost had these companies not enjoyed the services of employees skilled in other languages. These best-case business scenarios will serve as a model for companies that have no multilingual employees and are unaware of the possibilities available to businesses that do. This coalition of organizations could also create a numerical index that measures these costs and that could be scaled up from the company level to the entire state. This index would provide a convenient visual shorthand identifying a company's relative standing and offering a common base from which to assess how well the state is doing over time.

These organizations, along with additional business and trade associations, will disseminate information documenting the economic benefits to their individual members, state legislators, and Texas residents through autonomous public relations initiatives. These initiatives will be coordinated by business representatives on the high-level board. A prominent business leader, ideally from a Fortune 500 company and acting as a high-level board member, will serve as a spokesperson for the need to obtain and retain employees with skills in languages in addition to English.

1.2 Education Campaign

A great deal of research has already been conducted on the benefits of learning more than one language and information and printed documentation of

the results of this research is readily available. [See *Resources for Promoting Language Learning*, pp 24–25]. Such information stresses that the addition of other languages actually enhances rather than hinders first-language development over time and helps students acquire thinking, creative problem-solving, and abstract reasoning skills that transfer to other subject areas [Project EXCELL, 1997]. Organizations such as the Texas Foreign Language Association, the Texas Association for Language Supervision, the Texas Parent Teacher Association, and other local parent-teacher organizations should undertake the task of disseminating this information to all school districts, parents, and the general public.

These same stakeholders will also advocate in their school districts and with the legislature for extended sequences of language learning that begin in the earliest grades of school and for the financial support needed to implement those sequences. Parents, in particular, will need to make known their desire for early foreign language learning and immersion opportunities for their children. Foreign language educators can support them in their efforts by providing the data needed to make their case to district school boards. A well-known, bilingual public figure should serve as spokesperson for the campaign making it clear that, yes, everyone should learn English – and they should learn another language as well! “Adding” a language or languages should never be perceived as a disadvantage in the current global landscape.

1.3 Government Campaign

Many government agencies have a legal mandate to provide services in languages other than English, and they understand clearly the need for a multilingual workforce. To increase public awareness of the benefits and opportunity costs associated with these skills, government agencies directly involved in providing services to a diverse citizenry will create public service announcements (PSAs) that will point out the benefits gained when language services are available, address the human costs that accrue when they are not, and offer estimates of the financial costs passed on to all taxpayers when certain services in languages in addition to English are not provided. The larger goal of these PSAs is to demonstrate that both individuals and society as a whole are better served if public entities such as legal services, law enforcement, and healthcare systems have the multilingual workforce they need at their disposal. This campaign will be coordinated by the high level board in order to ensure a consistency of message.

The addition of other languages enhances first-language development over time and helps students acquire problem-solving and abstract reasoning skills that transfer to other subject areas.

GOAL II
Increase Instructional Capacity

A public relations campaign touting the economic benefits of a workforce proficient in languages in addition to English and the cognitive benefits of learning multiple languages inevitably raises the question of how, where, and from whom students will develop these proficiencies. With employers in both the public and private sectors requiring advanced linguistic and cultural proficiency, the education community faces the challenge of providing innovative instruction and instructors for the necessarily long sequences of language study extending from Pre-K through college. The second objective of the Strategic Vision maintains that all teachers of Languages Other Than English will demonstrate advanced-level proficiency and will have the knowledge needed to lead standards-based, proficiency-oriented classrooms. Yet, for some languages, school districts across the state already face difficulty in finding and retaining teachers who meet state certification requirements and the “highly qualified” requirements of federal No Child Left Behind mandates. The following proposals delineate steps needed to provide a sufficient number of highly qualified instructors in the required languages.

2.1 Provide Certificates in Additional Languages

Texas is in the process of developing a new certification examination framework for Spanish, French, German and Latin that will require demonstrated proficiency in listening, reading, speaking, and writing. Currently, only prospective teachers of Spanish and French are required to pass the Texas Oral Proficiency Test (TOPT). The State Board for Educator Certification recently accepted alternate certification examinations for Arabic, Chinese, Japanese, Russian, and Vietnamese, but there are no approved certificate exams for other less commonly taught languages, including some that are increasingly prevalent in the business world. Meeting the demand for additional foreign language teachers will require both adding new teaching certificates in languages for which certificates are not currently available and providing oral and written exams to match those certificates. This task will be overseen by the Division of Educator Standards and requires approval by the State Board for Educator Certification.

2.2 Expand Certification Prep Programs

Many probationary and pre-service teachers of Spanish and French, themselves products of shorter sequences of language instruction, are currently unable to attain the desired advanced oral proficiency level required by the State Board for Educator Certification. A few TOPT preparation course options exist, including privately run workshops and specialized course work offered by institutions of higher education. However, once new certification exams are in place, such courses will be needed in those additional languages as well. Tax incentives and

subsidies will encourage expansion of private courses, and school districts with a shortage of teachers in critical languages can offer stipends to probationary teachers to complete a TOPT prep course. Such proficiency-building options will likely be needed until pre-service teachers are routinely completing extended sequences of language instruction and universities routinely offer these courses as an essential part of teacher training.

2.3 Restructure the Curriculum

Training a sufficient number of teachers to meet the call for early language learning programs and extended sequences will also require a restructuring of the teacher education and foreign language curricula. A recent report by the Modern Language Association (2007) called for an end to the “two-tiered language-literature structure” prevalent in most university foreign language departments and recommended it be replaced with “a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole, supported by alliances with other departments and expressed through interdisciplinary courses.” A joint restructuring effort on the part of education and foreign language departments will require overcoming the limits of existing institutional structures and requirements. However, such an undertaking has the potential to produce an integrated design that enhances the perceived value of the foreign language major, attracts more students to the study of languages, and increases the likelihood of students achieving advanced-level linguistic and cultural proficiency.

Current state and national standards reflect the fact that a proficiency orientation and instruction grounded in second language acquisition research (rather than a traditional grammar-driven syllabus) are required if students are to reach high levels of language competency. Teacher-training institutions will review and revise current curricula in order that pre-service teachers of Languages Other than English are prepared to pass new certification exams based on those standards. The standards themselves will be used to reframe the teacher education curriculum to better inculcate best practices that are effective for implementing early language learning programs and extended sequences. A focus on content-based instruction, a contextualized, input-rich learning environment, and the integration of culture throughout the curriculum will be required to create a setting in which learners can attain the desired advanced linguistic and cultural proficiency levels. A coordinated effort between education and foreign language departments at the top two or three universities will develop a basic framework for curriculum restructuring that can be shared with smaller institutions. Reorganization of the language major should include a

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minimum one semester of study abroad requirement funded through grants and scholarships.

GOAL III

Develop Advanced Linguistic & Cultural Proficiency

Helping language teachers to develop advanced proficiency levels is necessary but not sufficient to ensure that students are also able to attain advanced levels of language proficiency. The third objective of the Strategic Vision stresses that Texas students will have advanced or pre-advanced proficiency in English and at least one other language upon graduation from high school. Although multiple variables affect the eventual outcome, children who are exposed to another language from the earliest stages of learning are more likely to attain advanced proficiency levels (Omaggio, 1993) and tend to be more open to cultural differences (Lipton, 1995) – a significant consideration given the importance of cultural awareness to Texas employers. Developing advanced language skills also means taking advantage of the linguistic abilities already obtained by heritage speakers who are often considered “disadvantaged” learners. As one working group member noted, “Why suppress a heritage language in the early years and then ask the student to study it as a ‘foreign’ language in high school?”

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3.1 Early Start

Each school district will create an Early Start Initiative, a partnership in which district administrators and teachers work with representatives of higher education, parents, businesses, and the community to investigate and recommend an appropriate language program for all students beginning in Pre-K from among various early language learning models including Foreign Language in the Elementary Schools (FLES), immersion, and dual-language programs. A strong FLES program can include up to forty-five minutes per day of instruction. Partial or total immersion programs entail using a language other than English as the medium of instruction for subjects such as math and science, and the percent of time devoted to instruction in these languages varies by program. Dual-language programs involve two-way immersion and include native speakers of the foreign language as well as native speakers of English. Instruction in all subjects is in both languages with the amount of instructional time in each varying as students progress from one grade level to the next. Each community will recommend the language(s) in addition to English to be offered and explore various funding options with the help of the high level board. Funding strategies might include grants from private foundations or organizations, federal monies such

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as the Foreign Language Assistance Program and National Security Language Initiative grants, restructuring of existing funds, and increased financial support from the state legislature.

3.2 *Extended Sequence*

The traditional language sequence in middle and high school will no longer be necessary for children who begin learning a language in the earliest grades. New choices must be provided such as content-based courses (e.g., using German to study science), an option that can mitigate funding exigencies and the issue of how to incorporate additional requirements into an already crowded schedule. Courses for special purposes such as Vietnamese for the Healthcare Professions or Spanish for Business will also be developed with local businesses partnering with “ethnic” Chambers of Commerce and cultural organizations to provide input into the curriculum. Until the early language learning model is fully implemented, districts will need to add or expand offerings for heritage language speakers whenever possible to encourage maintenance and development of the heritage language in order to allow those students to reach even higher levels of proficiency. Spanish is a natural choice for this type of program due to the state’s large Hispanic population; some districts already offer Spanish for Spanish Speakers classes, and courses for other heritage languages could be developed in areas where the size of local populations warrant it.

Additionally, higher education initiatives such as those offered by the National Security Education Program’s Language Flagship will be expanded. Increasing numbers of students will work towards superior levels of proficiency in a critical language while combining that study with expertise in their major field.

3.3 *Structural Change*

Languages Other Than English should be added to the foundation curriculum in Texas along with language arts, math, science, and social studies. (Languages are currently only a part of the enrichment curriculum.) This one step will create conditions that facilitate curriculum development and improve funding possibilities. The Texas Education Agency and the Texas Higher Education Coordinating Board have worked to implement statutory requirements related to the development of college-readiness programs and standards for foundation areas as called for by recent legislation. Key recommendations of the *P-16 College Readiness and Success Plan (2006)* call for curriculum articulation between secondary education and higher education, professional development opportunities for secondary school and higher education faculty, and greater student access to advanced academic courses in high school. Implementing a P-16 plan for languages is vital; however, the plan currently does not include enrichment areas. To receive the benefit of the P-16 initiative and to promote

consistency across all levels, Languages Other Than English must become a part of the foundation curriculum.

3.4 Specialized Language Institutes

School districts that identify a special need or desire in the community and among students for learning multiple languages in addition to English may choose to establish international language academies or immersion magnet programs in which students learn content in multiple languages. This model already exists in the state, but new state and federal grant opportunities will need to be created to help support these programs.

GOAL IV

Create Incentive Structures

The fourth goal of the Strategic Vision emphasizes the role of business and government in expanding opportunities in Texas by partnering to promote the study of languages and advanced linguistic and cultural proficiency. Initiatives aimed at college students, recent graduates and current employees can acknowledge the value of language proficiency and create a more equitable work environment long before the impact of this report's recommendations become visible.

4.1 Study Incentives

Learning another language, especially as an adult, is a demanding and time-consuming undertaking that few would initiate without consideration of the external benefits. Even those who learned another language as a child will expect to receive special compensation for their language skills – as would any employee with any other type of special competence. Therefore, employers should develop written policies awarding benefits such as salary premiums or other incentives (step increases, promotions, etc.) to employees with advanced language skills or to promote the development of that competency.

Business and government can also acknowledge the value of language skills while increasing their capacity to reach foreign markets or to provide services to a diverse population by creating internships for students in relevant professional disciplines who exhibit advanced proficiency in another language. Internships provide students with an opportunity to use the language for real-world purposes as they learn more about their field of study, and employers benefit by having the services of language proficient employees. Study and work abroad immersion experiences supported by scholarships from higher education and government grants or subsidized by companies with a need for language skills can also provide current and future employees an opportunity to increase

Business and government will develop programs and partnerships that value highly advanced proficiency in languages and cultures in addition to English and that promote the study of those languages.

proficiency and develop greater cultural awareness. Such incentives should be promoted by District Export Councils, Chambers of Commerce, and other business and trade associations among their respective members.

4.2 Tax Credits

Although developing a workforce with advanced language proficiency will contribute to the economic growth of the state, findings of our investigation indicate few employers actually reward employees' language skills. It is unrealistic to think that many more employers will implement such rewards without financial encouragement. Therefore, this report recommends that the Texas legislature create tax incentives for businesses who invest in programs that enhance the language proficiency of their employees through stipends for college coursework, the development of industry-specific curricula, in-house training, and programs that send employees to work/study in foreign subsidiaries.

4.3 Government Initiatives

Final recommendations require the attention of both the state legislature and the governor's office. The state legislature should ensure that licensing requirements for critical fields such as emergency and health care include competency in a language other than English. In addition, the creation of a state-level Language Service Corps will provide an incentive for college students to integrate language study into their major and will reward graduates with advanced language proficiency with an opportunity to use those abilities in a work environment. Recent graduates will commit to providing their language skills to relevant government agencies for a period of time. In return, suitable financial incentives such as a reduction or forgiveness of student loan payments would be provided. Finally, the Texas Governor's School, a new summer enrichment program for tenth graders, currently addresses only science and technology. The stated goal of "enriching and developing a student's abilities in science and technology as well as exploring the impacts of these fields on past, present, and future societies including ethics, history, and the arts" is consistent with the study of foreign languages. Hence, Language Other Than English should be added to the subject areas targeted by this program.

CONCLUSION

This report argues that these ambitious and complex proposals are vital to the long-term economic health of the State of Texas in a globalized world. The key to undertaking a sustainable long-term response to this issue is explicit recognition by parents, students, local communities, government, business, and the teaching and educational research communities of the nature and extent of the need to develop multiple language competencies. This recognition will, in turn, lead to systematic efforts to reform not only learning and training environments, but human resource policies in businesses and government agencies as well.

High-level attention to these concerns, from the Governor's Office to corporate boardrooms, will be required to meet these challenges, and the establishment of a high-level coordinating board will ensure that the issue does not get lost in an overcrowded public policy arena. This board will need explicit endorsement from the highest political office in the State and should include a small secretariat supported by private funds in order to remain independent of any special interests involved in the process. This board will have the job of offering annual assessments of overall state performance as well as providing report cards on discrete elements of the process. It will identify functional (and dysfunctional) agency partnerships, institutional bottlenecks, and appropriate allocation of funds and resources, as well as provide assessments of future language needs and regular surveys of business and government agencies.

It cannot be stressed enough that success in this endeavor can only be measured in the long term. It will take time to show success; therefore it is vital that an independent and vocal board composed of a credible and dynamic coalition of stakeholders be responsible for making sure that short-term concerns and needs do not overwhelm the long-term considerations that are the heart of these proposals. It will take vision and commitment, a willingness to innovate and experiment, a new infusion of resources, and the institutionalization of a long-term perspective to achieve any success in this vital effort. However, the scale and difficulty of this effort can only be measured, and its importance truly appreciated, in relation to the even more staggering costs of not implementing these proposals.

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It is vital that an independent and dynamic coalition of stakeholders be responsible for ensuring that short-term concerns and needs do not overwhelm the long-term considerations that are the heart of these proposals.

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RESOURCES FOR PROMOTING LANGUAGE LEARNING

- AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL)

<http://www.discoverlanguages.org/>

Information for parents | What the research shows | Research on elementary programs | Benefits of language learning | National standards for language education | Guidelines for starting a program | Characteristics of effective programs | Foreign language advocacy | Print and video public service announcements

- CENTER FOR APPLIED LINGUISTICS (CAL)

<http://www.cal.org/resources/pubs/brochures.html>

Why start and maintain a Spanish for native speakers program? | Working together to build a multilingual society | Why, how and when should my child learn a second language?

<http://www.cal.org/resources/digest/index.html>

Foreign language immersion programs: Features and trends over 35 years | Attaining high levels of proficiency: Challenges for foreign language education in the U.S. | Raising bilingual children: Common parental concerns and current research

<http://www.cal.org/resources/digest/rosenbo1.html>

Guidelines for starting an elementary school foreign language program

<http://www.cal.org/resources/immersion/>

Directory of foreign language immersion programs in U.S. schools

<http://www.cal.org/twi/directory/>

Directory of two-way bilingual immersion programs in the U.S.

<http://www.cal.org/resources/publications.html>

Center for Applied Linguistics online store

- JOINT NATIONAL COMMITTEE FOR LANGUAGES AND THE NATIONAL COUNCIL FOR LANGUAGES AND INTERNATIONAL STUDIES (JNCL-NCLIS)

<http://www.languagepolicy.org/>

Grant opportunities | Advocacy workshops | Language-related legislation

- SELECTED TEXAS SCHOOL DISTRICTS WITH EARLY LANGUAGE LEARNING PROGRAMS

RESOURCES

<http://www2.yisd.net/education/school/school.php?sectionid=1100>

Alicia Chacón International School, Ysleta ISD, El Paso

<http://www.ahisd.net/spanimm/immerindex.htm>

Alamo Heights ISD, San Antonio, One-way Spanish immersion program

<http://www.canutillo-als.org/avanza.sstg>

Canutillo ISD, El Paso, Project AVANZA, Two-way bilingual program

<http://www.nisd.net/bilingualesl/dualanguage/>

Northside ISD, San Antonio, Dual-language immersion programs

<http://www.hebisd.edu/edge/>

Hurst-Eules-Bedford ISD, International business initiative and Spanish immersion program

- OTHER USEFUL LINKS

<http://www.cal.org/heritage/>

Alliance for the Advancement of Heritage Languages

<http://www.cal.org/earlylang/>

Nanduti, Foreign language learning grades prek–8

<http://texaslanguagesummit.org/standards/>

Texas Standards for Languages Other than English

<http://www.texastwoway.org/>

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SELECTED DATA FROM PRE-SUMMIT INTERVIEWS

The data are drawn from 46 interviews conducted in May 2007 in Austin, San Antonio, Houston, and Dallas/Fort Worth with 21 large and 25 small-to medium-sized organizations. Among those were 9 government agencies, 9 NGOs, and the remainder private enterprises. The number of responses per question do not always total 46 because respondents occasionally declined to answer a question or provided multiple answers. These findings are intended for qualitative rather than scientific analysis. Information gathered at the one-day Summit and during the working group sessions is not included in this summary.

What languages are used in your workplace?

Nº of respondents

46	English
38	Spanish
11	French
9	Chinese
7	Vietnamese
6	Arabic
6	Japanese
6	Russian
5	“Asian languages”
5	Italian
5	Korean
5	Portuguese
3	Cantonese
3	German
2	“Indian dialects”
2	Filipino
2	Polish
1	Greek, Djiboutian, Iraqi, Swahili, Yoruba, Georgian, Serbo-Croatian, Hindi, Cambodian, Lao, “Nigerian Languages,” “Ghanian Languages,” Hebrew, Bachi, Creole, Latin, Romanian, Tagalog, Albanian, Kenyan, Bulgarian, Uzbek, Dutch, Afghan, Macedonian

How many of your employees can speak a language in addition to English?

Nº of respondents

10	Don't know
14	0-10 employees
4	11-20 employees
7	21-30 employees
11	> 30 employees

SELECTED DATA

What percent of your clientele does not speak English?

Nº of respondents

10	Don't know
14	0-10%
4	11-20%
4	21-30%
4	> 30%

For what purposes do employees use a language other than English?

Nº of respondents

Businesses and NGOs

16	Services
21	Interacting with foreign clients or governments in the U.S.
16	Interacting with foreign clients or governments in other countries
7	Interpreting documents written in another language

Nº of respondents

Government Agencies

16	Interacting with limited-English speakers in the U.S.
21	Interacting with limited-English speakers in other countries
16	Informing the public of services provided by the organization

What skill level in the second language is needed to successfully do the job?

Nº of respondents

6	Highly-skilled
11	Fluent
4	High level of conversation skills
16	Primarily conversational
6	“A thorough knowledge, writing and reading”
5	Knowledge of technical or job-related terminology
1	“Don’t know. Other language used only among employees”

SELECTED DATA

How important is it for your employees to have an understanding of cultural differences when interacting with clients?

Nº of respondents

4	“Critical”
6	“Extremely”
3	“Quite Important”
17	“Very important”
1	Slightly important; communication more important
2	“Minimal just to be nice”
1	“Hard to say due to diversity and limited interaction with clients”
1	Unknown

Which profile best describes the second language speakers you hire?

Nº of respondents

35	Heritage speakers of a second language from the U.S.
25	Native speakers from other countries
26	Native English speakers trained in a second language
14	Translation service providers

Does your company/organization have a policy concerning the hiring of employees with skills in a second language?

Nº of respondents

6	Yes
39	No

SELECTED DATA

Do employees with second language skills receive additional compensation or benefits?

Nº of respondents

7	Yes
27	No

Does your company/organization offer any language training opportunities to employees?

Nº of respondents

16	Yes
22	No

What do you project your needs to be for speakers of languages other than English in 5 years?

Nº of respondents

12	Don't know
8	No change

A NOTE ON THE DESIGN

This book, jacket, and the accompanying timeline were designed by Jonathan Phillips.

The typefaces for the book are Minion Pro and Poetica, both by Roger Slimbach.

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