



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Discourse

NEWSLETTER OF THE LANGUAGE FLAGSHIP
SPRING 2013

Results 2012



The morning plenary panel featured Institute of International Education President and CEO Allan Goodman; Defense Language and National Security Education Office Director Michael Nugent; The Language Flagship Director Sam Eisen; and Director Mahmoud Al-Batal and Assistant Director Christian Glakas, both of the Arabic Flagship Program at the University of Texas, Austin.

The quantifiable results of Flagship investments made over the past decade were showcased at an event hosted by the Hunter College Chinese Flagship Program and the Institute of International Education on Oct. 26, 2012, in New York City. Results 2012 brought together approximately 200 language educators (from K–12 and higher education), representatives of language associations, and leaders from the Foreign Service Institute and the Defense Language Institute to discuss innovations in language teaching and learning.

Results disseminated to the foreign language field included the language proficiency scores attained by undergraduate and graduate Flagship students across 10 critical languages, as measured by government and academic testing. The results of these language proficiency exams demonstrate that 84 percent of graduate fellows and 75 percent of undergraduate Flagship students tested at the Foreign Service Institute had attained professional language proficiency with speaking scores of Level 3 or higher on the International Language Roundtable (ILR) scale.

Results 2012 also served as a forum for partners in higher education to discuss and plan for future collaboration. Colleagues shared innovations in advanced content learning, language in professional contexts, assessment, and outreach to K–12 partners. “It was exciting not only to see

the results achieved by the Flagship programs but also to hear the methods used to get students to these high proficiency levels,” said Martha Abbott, executive director of the American Council on the Teaching of Foreign Languages (ACTFL). “These programs serve as models for providing students with career paths that combine their interests in both a language and other academic areas.”

Key Principles of The Language Flagship

- Content learning in the target language and integrated learning across disciplines
- Coordinated domestic coursework and interventions beyond the classroom
- Group and individual tutoring, guided cocurricular activities
- Rigorous assessment tied to anticipated learner outcomes
- Articulation from domestic programs to overseas programs
- Maximum opportunities for language acquisition on overseas programs: intensive language instruction, direct enrollment, internships

Akaka Presented with Flagship Leadership Award

On March 13, 2013, former Sen. Daniel K. Akaka of Hawaii accepted the Sixth Annual Language Flagship Leadership Award at the Hawaii Language Summit in Waikiki. Robert Bley-Vroman, dean of the College of Languages, Linguistics, and Literature of the University of Hawaii, presented the award on behalf of the Flagship directors. “During his time in the U.S. Senate, Senator Akaka served a major role in addressing critical national security issues, giving important hope and spirit to the younger generation—like those supported by NSEP [the National Security Education Program]—who we need so desperately in the federal government, in business, and in our great state of Hawaii,” said Bley-Vroman.

Akaka retired in December 2012 after serving 22 years in the U.S. Senate. A long-time friend and supporter of foreign languages and international education, Akaka was involved in numerous efforts to support foreign language education and to keep language and culture at the forefront of discussions with federal agencies and in the U.S. Congress over the course of his senatorial career. For example, as chairman of the Subcommittee on Oversight of Government Management, the Federal Workforce, and the District of Columbia of the Committee on Homeland Security and



Gov. Neil Abercrombie (left) and Dean Robert Bley-Vroman (center) congratulate former Sen. Daniel K. Akaka (right), who received the Sixth Annual Language Flagship Leadership Award at the Hawaii Language Summit.

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Results 2012 (from page 1)

Ian Bremmer, president of the Eurasia Group, stressed the importance of understanding global perspectives. “If you don’t understand other countries’ cultures, you will not understand their motivations; if you don’t understand their motivations, you will not be able to do effective business with them,” he said. “[The Language Flagship is] committed to having Americans increasingly understand different perspectives, better understand how people outside of the United States think. I can’t tell you how critical for our national security I believe what you’re doing is; it is essential,” added Bremmer.

A related workshop was held on Nov. 15, 2012: Increasing Postsecondary Language Proficiency. In partnership with ACTFL, Flagship directors met with 25 educators representing the gamut of institutions of higher education (from community college to Ivy League) to discuss what makes the Flagship model successful and how to develop a Flagship-style program on any campus. Presentation and discussion topics included how to develop successful Flagship components, choose the appropriate Flagship elements for the participants’ campuses, gain institutional support, and adapt the Flagship model to implement a Flagship-style program on participants’ campuses.



Ian Bremmer, president of the Eurasia Group, emphasized the importance—to business and national security—of understanding global perspectives.

Also in conjunction with Results 2012, three special journal issues were published to disseminate results and practices to audiences in the fields of Chinese, Russian, and Korean language instruction. *Journal of Chinese Teaching and Research in the U.S.—Special Issue for The Language Flagship* (Vol. 4, 2012) features articles from directors of domestic and overseas Flagship Centers on addressing learner needs through blended learning, online proficiency and assessment, and content-based instruction models on advanced Chinese language acquisition. “The Language Flagship’s 10-year anniversary is a time to disseminate results;

showcase accomplishments; and share Flagship concepts, innovative ideas, and models with the foreign language education community,” says Wayne Wenchao He, editor of this special issue and director of the Chinese Language Flagship at the University of Rhode Island.

Russian Language Journal’s Special Issue: The Russian Flagship Results 2012 (Vol. 62, 2012) takes a look deep inside the Russian Flagship Programs. Data developed in the Russian Flagship Programs were analyzed to clarify approaches for teaching heritage and nonheritage students to high levels of language proficiency, break new ground in developing writing skills, and explore various language teaching interventions. In addition, a special issue of *The Korean Language in America* entitled *Innovations in Teaching Advanced Korean* (Vol. 17, 2012) explores issues such as advanced language study, culture learning curriculum, task-based language teaching, and teaching and learning strategies for advanced-level proficiency.

Today, more than 1,000 students are enrolled in Flagship undergraduate programs. Results gathered over the past decade prove that the Flagship model is effective in helping American students achieve professional proficiency in the 10 critical languages that Flagship offers. The many students who have graduated from The Language Flagship’s programs thus far have demonstrated their commitment to hard work, year-long experiences of living and working abroad, and achieving professional proficiency in a chosen language and culture. As they have begun to enter the workforce in business, government, and nonprofit organizations, these Flagship graduates have been raising—and continue to raise—the bar for their peers.



ACTFL Executive Director Martha Abbott addresses Results 2012 attendees on a panel with David Goldberg, associate director, Association of Departments of Foreign Languages of the Modern Language Association.

Word from Flagship

Sam Eisen
Director
The Language Flagship



INSTITUTE OF INTERNATIONAL EDUCATION

Last fall, approximately 200 colleagues from higher education, associations, and government convened in New York City for the Results 2012 meeting, hosted by the Hunter College Chinese Language Flagship and the Institute of International Education. Hunter College Provost and Vice President for Academic Affairs Vita Rabinowitz delivered a heartfelt reflection on the impact of The Language Flagship on campus. The previous day, Hunter College President Jennifer Raab—a powerful advocate for foreign language instruction—hosted a meeting organized jointly with The Language Partnership Group at which attendees discussed the need for graduates with high-level Chinese language skills to manage relationships with emerging customers and clients from China. Attendees included Flagship directors from across the country, local officials, and business representatives (e.g., from Bloomingdale’s, Tiffany’s, and Deloitte & Touche LLP).

Immediately after Results 2012, Defense Language and National Security Education Office Director Michael Nugent and I visited the Flagship Overseas Capstone program at Nanjing University in China to discuss recent curricular developments and observe the program in action. The largest overseas Flagship program, Nanjing serves approximately 50 Flagship students per year who qualify with advanced-level Chinese language proficiency. We observed Flagship students confidently participating in a formal policy debate in fluent Chinese and visited student apartments; the differences in apartments indicated which students were most skilled in negotiating lease terms. We also spoke with the director of an accounting firm that sponsors internships for Flagship students who not only speak Chinese proficiently but also possess the business skills needed to work at the firm.

Our experiences indicate that Flagship students in Nanjing clearly possess the linguistic and professional skills to negotiate effectively in various contexts in China. As U.S. government and businesses increasingly focus attention on East Asia, these students are prepared to play active roles in many key fields.

Akaka Presented ... (from page 1)

Governmental Affairs, Akaka held seven oversight hearings that emphasized the need to build the federal government's foreign language skills. The topics ranged from developing a strategy for enhancing foreign language education in the United States to improving U.S. diplomatic readiness.

During his final hearing as chairman of the same oversight subcommittee, Akaka spoke of the importance of continuing investments toward these efforts. "The federal government must partner with schools, colleges, and the private sector to address this ongoing challenge at its root cause: our nation's failure to adequately invest in language education starting at early ages," said Akaka. "Even in a difficult budget environment, we must fund important international education and foreign language study programs to build the pipeline to a 21st-century workforce." Akaka also sponsored two major pieces of legislation in support of federal language initiatives: the National Foreign Language Coordination Act of 2005, which created a pilot National Language Service Corps (NLSC) that was run by NSEP, and the National Defense Authorization Act of 2012, which permanently established the NLSC to help meet urgent defense-related needs for critical languages.

Akaka reiterated his support for NSEP language initiatives in his acceptance speech for the Sixth Annual Language Flagship Leadership Award. "Foreign language proficiency is important to the future, as is cultural understanding," said Akaka. "[This combination] is so important to the lives of our people, our states, and our countries—to the point where it affects our national security."



Former U.S. Sen. Daniel K. Akaka of Hawaii is the Sixth Annual Language Flagship Leadership Awardee.

Op-ed: Hunter College Sets a New Standard for Foreign Language Study

Vita C. Rabinowitz
Provost and Vice President for Academic Affairs, Hunter College



VITA RABINOWITZ

Offering students an opportunity like the Chinese Flagship Center enables Hunter College to fulfill our mission to serve our city, our nation, and the world. Scholars report that acquiring another language makes students better problem solvers and information processors and more aware of diverse perspectives, and The Language Flagship provides a compelling new rationale for the study of foreign languages, especially critical languages.

Hunter College made a direction-setting choice this month that is as strategic as it is uncommon: We established foreign language study as one of the three graduation requirements in our general education requirement. As the largest college in the nation's largest urban public university, Hunter is proud to be the foreign language leader of the City University of New York (CUNY): the only CUNY college to offer a robust array of language programs (despite budget cuts and national trends away from foreign language education) and to require graduates to complete four semesters—or an equivalent combination of courses—in the same language. In that context, participation in The Language Flagship sets our pace; it provides a new paradigm for foreign language study and new standards for excellence in advanced language education and cultural immersion.

Locally, a nurse in Newark and a high school teacher in Brooklyn often face the challenges of bridging cultural and language barriers in their professional lives. Meanwhile, one-half of America's high school graduates never study a foreign language, and only 8 percent of U.S. college students are enrolled in foreign language classes. Maintaining world peace and U.S. security, prosperity, and leadership in the 21st century requires a profound understanding of the diverse cultures with which we interact, trade, and compete. In an increasingly competitive international economy, a workforce with high-level, market-relevant foreign language skills is an incalculable strategic asset.

Nationwide, The Language Flagship offers a crucial response to a need for students to learn less commonly taught languages. At Hunter College, we look forward to seeing our Chinese Flagship-certified scholars working effectively in public and private sectors and expanding the roles of foreign language study in the disciplines and in many professions.

Hawaii Hosts Language Summit



Representatives from businesses and government agencies gathered with language educators for the Hawaii Language Summit.

UNIVERSITY OF HAWAII, MANOA

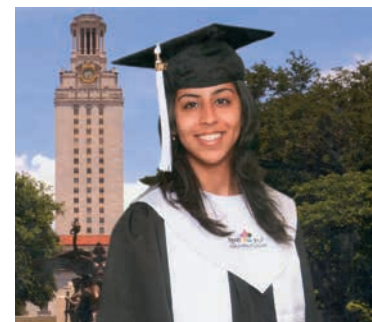
In partnership with the Hawaii Governor's Office and the Korean Language Flagship Program at the University of Hawaii, Manoa (UHM), UHM has launched the Hawaii Language Roadmap Initiative. The goal of the initiative is to create a roadmap for change in education, business, policy, and the community that will help shape the state's future multilingual workforce. Gov. Neil Abercrombie and former U.S. Sen. Daniel K. Akaka were present at the official launch during the Hawaii Language Summit on March 13, 2013. The 55 attendees at the 1-day summit represented business, government (including the U.S. Navy), and language education. Business participants outlined current and future language needs, emphasizing growth in Chinese and Korean markets. Government agencies emphasized needs in health and human services, legal aid, and civil defense. Educators advocated to leverage resources for a public-private partnership in support of state language education. In closing remarks, Abercrombie encouraged his audience to embrace the power of language for themselves and for the good of Hawaii. "Global partnering is now the standard," he said. "[This initiative] will engage our workforce and give children the tools they deserve to access language knowledge." Akaka implored attendees to adopt *laulima*—which in Hawaiian connotes a spirit of working together—and to create a long-term partnership across sectors. The Hawaii Language Roadmap Initiative is the sixth state roadmap sponsored by The Language Flagship. Similar initiatives were launched previously in Ohio, Oregon, Rhode Island (most recently, in June 2012), Texas, and Utah.

Combining Language Skills with Professional Skills: A Recipe for Success

“One of the best decisions I made was to pair language studies with economics. Having dual degrees really helps you market yourself as a well-rounded individual,” says Sonali Brahmhatt, a 2012 graduate of the Hindi Urdu Flagship Program at the University of Texas, Austin. Brahmhatt completed undergraduate majors in economics and in Asian culture and language; now, she is employed as a management and program analyst in the Office of Fiscal Service at the U.S. Department of the Treasury.

During her time abroad on the Flagship Overseas Capstone program, Brahmhatt worked as a research assistant for the Prime Minister’s Advisory Committee on Medium, Small, and Micro Enterprises in Lucknow, Uttar Pradesh, India. Her work in evaluating India’s social security system provided unique experience relevant to her current position. Brahmhatt works with a team that identifies, analyzes, and reevaluates the government’s collection strategies for delinquent nontax debts, including debts owed to the U.S. government by foreign entities.

“The commitment I made to Flagship, both domestically and in India, shaped my interest in the international realm and made me a more attractive job candidate. Working for the U.S. Department of the Treasury allows me to combine my strengths and passions and improve people’s lives through my federal service.” Brahmhatt plans to continue her career with the federal government and eventually pursue a master’s degree in international public policy.



Hindi Urdu Flagship graduate
Sonali Brahmhatt

SONALI BRAHMBHATT

Flagship Centers

Arabic

Michigan State University
University of Arizona
University of Maryland,
College Park
University of Michigan,
Ann Arbor
University of Oklahoma
University of Texas, Austin
Alexandria University, Egypt¹

Chinese

Arizona State University²
Brigham Young University
Hunter College
Indiana University, Bloomington
San Francisco State University
University of Mississippi
University of Oregon
University of Rhode Island
Western Kentucky University
Nanjing University, China³

Hindi Urdu

University of Texas, Austin
Jaipur Hindi Center, India⁴
Lucknow Urdu Center, India⁴

Korean

University of Hawai’i, Mānoa
Korea University, South Korea⁴

Persian

University of Maryland,
College Park
Ankara University, Turkey¹

Portuguese

University of Georgia, Athens
São Paulo State University, Brazil⁴

Russian

Bryn Mawr College
Portland State University
University of California,
Los Angeles
University of Wisconsin, Madison
*Saint Petersburg State University,
Russia¹*

Swahili

Indiana University, Bloomington
*State University of Zanzibar,
Tanzania¹*

Turkish

Indiana University, Bloomington
Ankara University, Turkey¹

Pilot Flagship/ROTC Centers

Arizona State University
Georgia Institute of Technology
North Georgia State College
and University

The Flagship Mission

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

What Do We Do?

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

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



THE LANGUAGE FLAGSHIP

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Contact Us

The Language Flagship
P.O. Box 20010
1101 Wilson Boulevard, Suite 1210
Arlington, VA 22209

Tel.: 703-696-1991
Fax: 703-696-5667
E-mail: info@thelanguageflagship.org
Web: www.thelanguageflagship.org

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