

## THE LANGUAGE FLAGSHIP: CHANGING THE WAY AMERICANS LEARN LANGUAGES

The Department of Defense is the largest employer, both civilian and military, of Americans with skills communicating in other languages. NSEP recognized that in order for the Department of Defense and the broader U.S. national security and foreign affairs community to meet current and future needs for a globally trained workforce, it must rely on our national education system to graduate high school and college students with abilities in languages critical to our future.

The Language Flagship is a partnership between the federal government and the education community, with the goal of building language programs that produce professionally proficient language speakers in Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian, Swahili, and Turkish. The Language Flagship consists of several components, including: the Language Flagship Program; institutional grants for research in the field of language education and for the development of language learning tools and assessments; the oversight and management of K–12 Flagship programs; and a Pilot Flagship/ROTC Initiative. The Language Flagship strives to graduate students who will become future contributors to and employees of the Department of Defense and the broader national security community.



Flagship student learning Persian at Overseas Flagship Center

### FLAGSHIP PROGRAM

The Flagship Program is comprised of undergraduate students currently enrolled at 26 programs at 22 universities focusing on Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian, Swahili, and Turkish.<sup>21</sup> The goal of the Flagship Program is to graduate students from a variety of majors with an Interagency Language Roundtable (ILR) Level 3 proficiency<sup>22</sup> in one of The Language Flagship's target languages. As a result, the Flagship Program creates a pool of qualified individuals in a variety of professions who are linguistically and culturally competent in a language and area of the world critical to U.S. national security. To achieve this goal, Flagship students combine and integrate their language studies into their majors by taking content courses offered in their target language. Moreover, Flagship students are recruited from a wide variety of fields ranging from international studies to mathematics to biology. Thus, the Flagship Program provides opportunities for students from a variety of disciplines to become professionally proficient in one of Flagship's target languages.

<sup>21</sup> The 2012 Flagship Fellows are included in Appendix N. 2012 Boren/Flagship Scholars and Fellows recipients are included in Appendix O.

<sup>22</sup> For a complete description of ILR's proficiency scale, see Appendix C.

The design of the Flagship Program comes from years of experience, research, and evidence demonstrating that advancing students to professional-level language proficiency requires a systematic approach that combines both domestic and overseas study. Flagship curricula, both domestically and overseas, focus on proficiency-based advancement in all four modalities of language learning: reading, writing, listening, and speaking.

To achieve professional-level proficiency in targeted Flagship languages, universities have redesigned their typical language curriculum and have replaced it with intensive language training starting at the beginner level and building through to the superior level. Programs provide:

- Weekly group and individual tutoring;
- Integrated content-based instruction and courses across an array of disciplines at the advanced and superior levels;
- Immersive learning environments, such as language houses; and
- Cultural clubs and events, which give students additional opportunities to use and improve their language.

The Flagship Program builds on what students have learned in the classroom; sets goals for their individual progress; and provides on-going assessments to ensure that students are developing their linguistic skills and meeting the standards of the Flagship program.



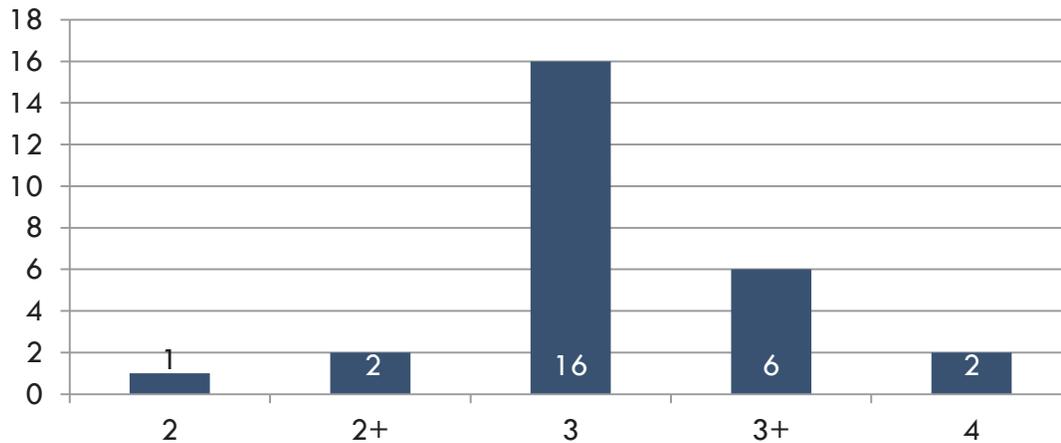
NSEP Delegation meets with Korea University Officials during Overseas Flagship Center visit

In addition, all Language Flagship students are required to complete an academic year overseas at an Overseas Flagship Center program. Overseas Flagship partner institutions articulate and collaborate with their domestic Flagship counterparts. This ensures optimal results for the students, and in language proficiency gains. The Flagship model ensures students have direct experience with the culture of the country and region in which their target language is spoken.

Students participate in the overseas program once they have reached an ILR Level 2 (advanced proficiency) with the goal of achieving an ILR Level 3 (professional proficiency) by the time they complete this capstone year. While overseas, students are required to take language classes, directly enroll in classes in their major at a university in the country where they are studying, and participate in a professional internship. Both the direct enrollment classes and the internship are conducted in their target language and give the students an opportunity to understand and participate in both academic and professional environments. The majority of students also live in a “home-stay” while abroad, which provides them with an opportunity to operate in their target language for the majority of the day and gain a deeper understanding of the culture in which their target language is spoken.

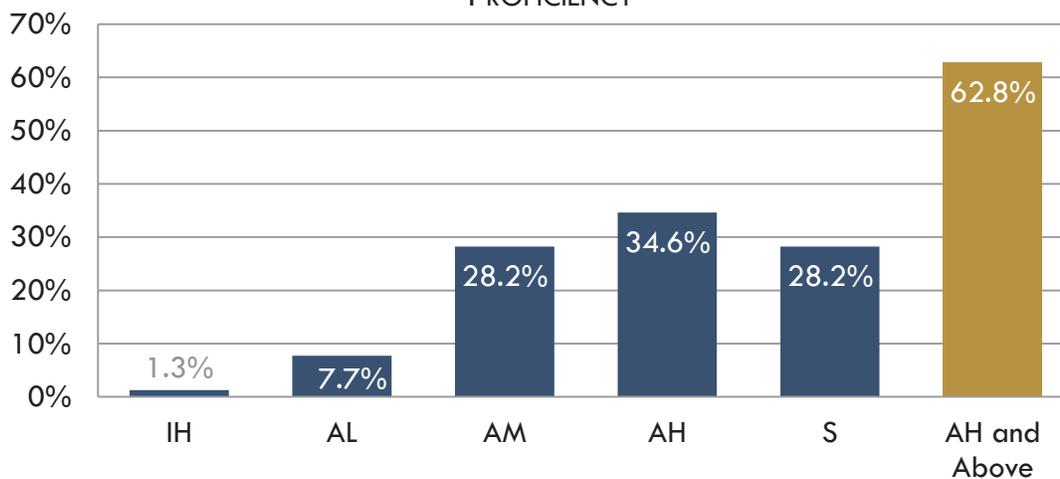
In 2012, 89 undergraduate and graduate students completed the Overseas Flagship Program. Of this group, 27 students received an official Foreign Service Institute (FSI) oral proficiency test, with 96.3% scoring at or above ILR Level 2+, 88.9% (24) scoring at ILR Level 3 or higher, and 29.6% (8) scoring at ILR Level 3+ or higher.

### 2012 FLAGSHIP FSI SPEAKING PROFICIENCY



All Overseas Flagship Undergraduate students were required to take the ACTFL Oral Proficiency Interview (OPI), and again nearly all students scored in the advanced and superior ranges.<sup>23</sup> Out of 78 students who completed the ACTFL OPI, 62.8% (48) scored in the Advanced High range or higher, and 28.2% (22) scored in the Superior range or higher. Flagship participants who achieved an ACTFL Superior or higher include students of Arabic (4), Chinese (6), and Russian (10).

### 2012 FLAGSHIP UNDERGRADUATE EXIT ACTFL SPEAKING PROFICIENCY

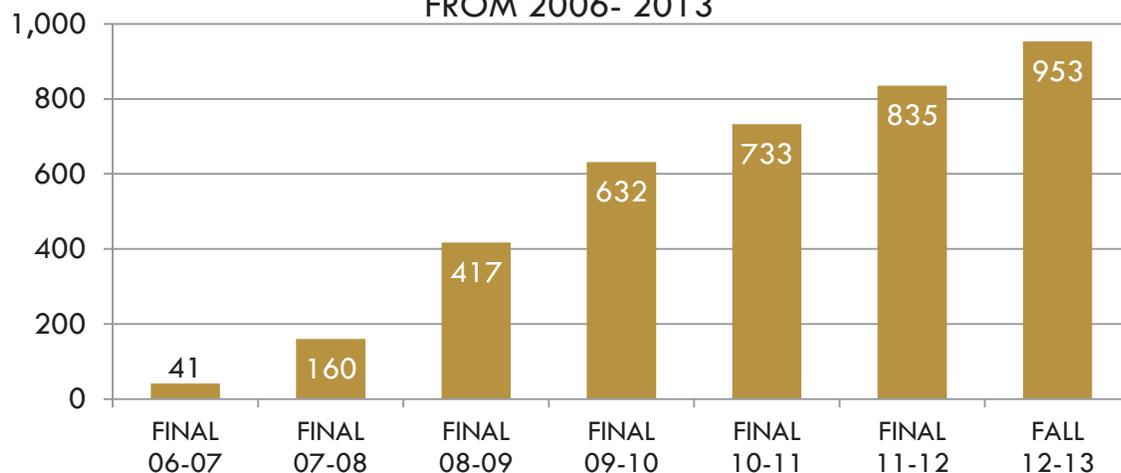


Based on the number of students in the domestic pipeline preparing to study in Overseas Flagship Programs for next year, The Language Flagship is planning for a significant increase in the numbers of students enrolling in overseas Flagship programs for academic year 2012. The current expectation is that there will be at least 130 Flagship undergraduate students studying overseas in 2013.

<sup>23</sup> See Appendix C for a listing of the ACTFL proficiency scale.

The Language Flagship model requires intensive language instruction from absolute beginner through to the superior level. The programs at the Flagship Centers provide opportunities for intensive summer study, individual and group peer tutors throughout the program, and content courses in the target language at advanced and superior levels.

GROWTH IN FLAGSHIP UNDERGRADUATES FROM 2006- 2013



Building on these promising achievements by undergraduate students, The Language Flagship is implementing a number of program improvements to increase the percentage of Overseas Capstone students who complete with ACTFL Superior or ILR Level 3 proficiency. Selection criteria for the Overseas Capstone programs are being tightened across the board so that admitted students must demonstrate an ACTFL Advanced proficiency level (ILR Level 2) before moving on to their Capstone experience.



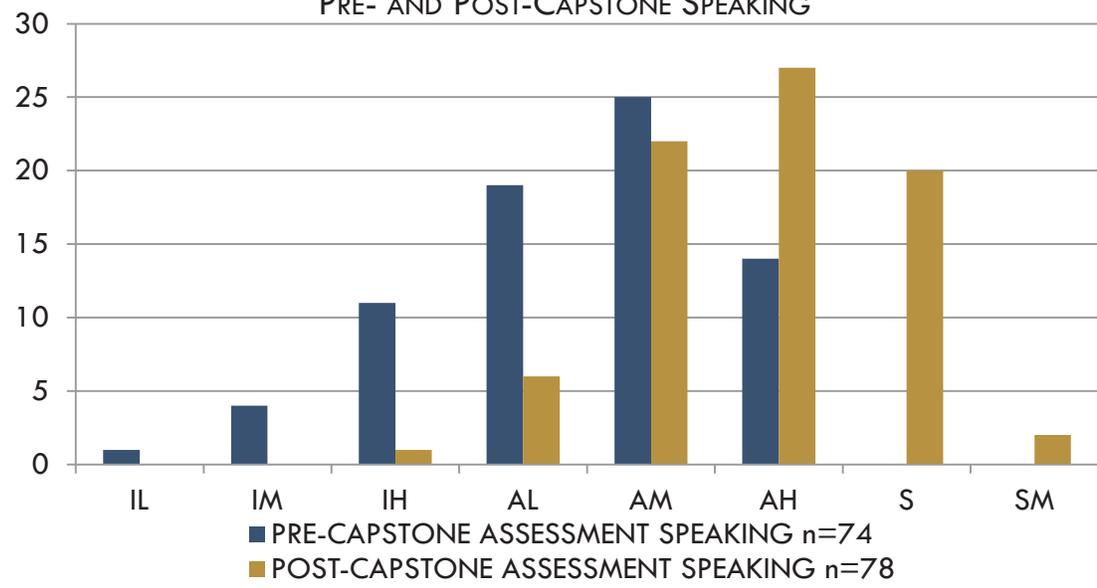
Students attending the National Flagship Student Meeting at University of Maryland

Overseas academic programs are undergoing review for rigor and effectiveness in language instruction, and efforts are underway for additional teacher training for overseas instructors and articulation of domestic and overseas language curricula. Assessment protocols are being normalized for students participating in the Chinese Overseas programs in order to clarify standards for student progress, and assessment instruments in the Arabic field are being examined for their ability to accurately reflect skills gained speaking and understanding the various Arabic dialects, as well as more formal communication in Modern Standard Arabic.



Hunter College Chinese Flagship student practicing Chinese characters using computer-assisted learning tools

2012 UNDERGRADUATE FLAGSHIP  
PRE- AND POST-CAPSTONE SPEAKING



Recent Language Flagship graduates have taken positions with the Department of Defense, military services, Department of State, the Intelligence Community, law enforcement, the World Bank, and the Peace Corps. In the private sector, recent graduates are using their skills in international trade, finance, biomedical and health services, and education. Many graduates are also pursuing graduate study in fields such as international studies and diplomacy, law, and medical and health sciences.

**INSTITUTIONAL GRANTS**

The Language Flagship provides institutional grants to universities to develop language programs that produce professionally proficient language speakers in a number of critical languages. Flagship institutions re-engineer their Flagship language curriculum with the goal of graduating students at ILR Level 3 proficiency. In order to reach this proficiency, The Language Flagship has developed a model that integrates interventions and assessments that exceed the rigor and results of the typical language curriculum.



Students discuss Flagship Employment Opportunities at the National Flagship Student Meeting University of Maryland

The Language Flagship institutions also produce cutting-edge research and are leaders in the field with respect to language education pedagogy, assessment, and integrating technology into language learning. NSEP provides institutional grants to Language Flagship institutions to support collaborative efforts on research and the creation of materials and tools.

Flagship Undergraduates accepted into a Flagship program must successfully complete the domestic program by demonstrating ACTFL Advanced (ILR 2) proficiency. These students then articulate to a one-year program at an Overseas Flagship Center. The overseas program design include: directed language instruction, direct enrollment in courses, and a meaningful internship using their target language. Certification is earned only by those students demonstrating ACTFL Superior/ILR Level 3 proficiency at the end of the program.

The collaborative nature of the program at the institutional level is one of the key strengths of The Language Flagship program. In addition to collaborating on research, directors of Flagship programs participate on a number of external committees that address policies regarding pedagogy and logistics within their target languages and for The Language Flagship program as a whole. This unique partnership between higher education and government has been the foundation for creating this highly successful, results-oriented program.

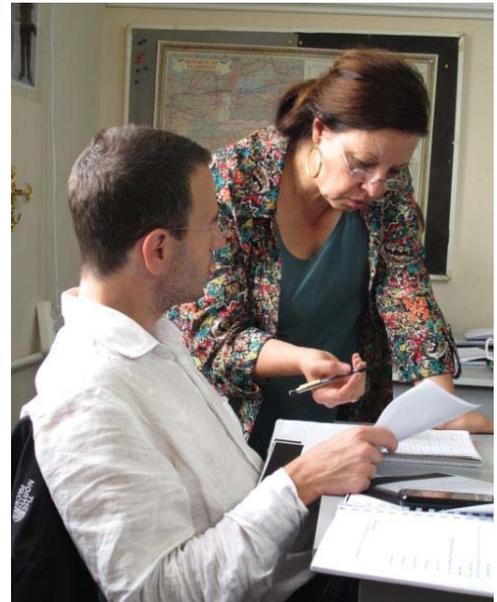
#### FLAGSHIP K-12 PROGRAMS

The Language Flagship continues its investment in results-oriented critical foreign language programs in the K-12 (kindergarten through 12th grade) field that graduate a pool of high school students ready to progress on the way to ILR Level 3 proficiency in Chinese and Arabic.

The University of Oregon/Portland Public Schools K-16 Chinese Language Flagship serves as a national demonstration project. The intensive K-12 Mandarin language program allows students to achieve Advanced level proficiency and academic success. The core Mandarin immersion program takes place at Woodstock Elementary School, Hosford Middle School, and Cleveland High School with a World Language Institute for heritage learners at Franklin High School in Portland, Oregon. Six schools also participate in the Chinese World Language programs, which offer four years of instruction in Mandarin Chinese with Advanced Placement (AP) and International Baccalaureate (IB) options.



Woodstock Elementary School students learning Chinese in Portland, OR



Dr. Atefeh Oliai at the Persian Overseas Flagship Center

The partnership maintains a critical focus on improving literacy results throughout the K-12 sequence and is developing blended online content classes and face-to-face high level language courses for secondary level immersion students. The project is also developing beginning level high school (credit bearing) Chinese asynchronous online language classes for use throughout the nation. Student enrollment in the PPS Mandarin Chinese Immersion program grew from 991 students in fall 2011 to 1076 students in fall 2012. To date, 11 students from PPS have matriculated into the University of Oregon Chinese Language Flagship with advanced levels of Chinese language proficiency.

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

Plans are underway to develop secondary grade-level immersion curricula based on broad themes in social studies, health and humanities, and world geography. All pathways include target proficiency goals with benchmarks defined for each grade level K-12; articulated curricula for each grade level; proficiency testing; and data-driven decision-making. The consortium includes six Chinese Language Flagship programs (BYU, Arizona State University, Hunter College, and the Universities of Mississippi, Oregon, and Rhode Island), five state departments of education (DE, GA, KY, OK, and SC), and districts in 18 states (AZ, CA, DE, GA, ID, IL, KY, MI, MS, NY, OK, OR, RI, SC, TN, TX, UT, WY).



June 2012 Inaugural Meeting of the BYU and Utah State Department of Education Flagship Chinese K-12 Consortium. The consortium brought together representatives from 18 states who are cooperating in developing articulated Chinese language programs

The Michigan State University Arabic Language Flagship K-12 investment has developed a detailed, 32-unit Modern Standard Arabic curriculum based on the National Standards. The curriculum includes a teacher's guide with instructional materials, such as audio files, visuals, partner activities, and practice exercises. Approximately 75 teachers nationwide have attended best-practices workshops to learn how to utilize this curriculum. All of the materials are hosted on the Atlas Curriculum website so that anyone interested in beginning a secondary Arabic program may access them. In addition, the activities will be available online as 24/7 learning support to Arabic language learners. To date, 75 schools in 17 states (CA, CT, FL, HI, IL, MA, MD, MI, MT, NY, OH, OR, PA, TN, TX, UT, VA, WA) and the District of Columbia are using the materials. Beginning this fall, the writing team will add 32 additional units, materials, and activities to the curriculum so that learners graduate high school with solid Intermediate-Mid/High proficiency, poised to enter and succeed in one of the Arabic Language Flagship programs.

The goal of the K-12 Language Flagship investments continues to be the development of replicable, systemic, demonstration models of articulated critical language instruction that contributes to a national pool of high school students with advanced language skills. On a programmatic level, once in a university Flagship, these students are capable of progressing quickly into upper-level content courses in the language to achieve professional-level language proficiency tied to their academic major. The K-12 Language Flagship investments contribute to the goal of The Language Flagship to create global professionals.

## 2012 HIGHLIGHTS OF THE LANGUAGE FLAGSHIP

In 2012, The Language Flagship expanded its efforts in the following strategic areas:

### 1) RESULTS, OUTREACH, AND DISSEMINATION OF THE FLAGSHIP MODEL

2012 marks the 10-year anniversary of the Language Flagship program and has been an opportune time for The Language Flagship Program to concentrate on outreach and dissemination of the results of the program. In 2012 eight Flagship programs concluded nine different projects aimed at disseminating the results of The Language Flagship Program. These projects included several research projects that demonstrate the strength of the Flagship model and publications of these findings in academic journals, video projects aimed at documenting the program and the student's perspective, and several meetings aimed at disseminating various aspects of the Flagship model to non-Flagship institutions.

On October 26, 2012, The Hunter College Chinese Flagship Center and the Institute of International Education (IIE) hosted an event titled Results 2012. This purpose of Results 2012 was to create a forum to disseminate the results of the Flagship program and to discuss developments in the field of language teaching and learning. Flagship program directors and experts in the field of language teaching and learning presented on Applied Linguistics and Linguistic Application in Language Teaching, Best Practices in Advanced Language Pedagogy, Best Practices in Assessing Language Learning, Collaboration with K-12, Developments in Government Language Training, Language in Professional Contexts, Language in the Disciplines, and the Role of Culture in Language Teaching and Learning. Over 200 language experts attended Results 2012 and contributed to discussions on the dissemination of the Flagship model and future directions for language education.

Additionally, on November 15th, 2012, The Language Flagship Program in partnership with the American Council on the Teaching of Foreign Languages (ACTFL) conducted a workshop entitled Increasing Language Proficiency at the Postsecondary Level Using Flagship Principles. This workshop was conducted by six Flagship program directors who discussed practices that can be used on any campus to create Flagship-style language learning relevant to all disciplines and content areas and explained how their undergraduate programs were redesigned to enable students to achieve ACTFL Superior level of proficiency by graduation. Participants discussed how to implement the essential the Flagship components on their own campus, including integrated proficiency assessments, content-based instruction, effective elements of intensive summer programs, and high-level overseas immersion experiences.

### 2) OVERSEAS PROGRAM DEVELOPMENT

In 2012, The Language Flagship undertook significant initiatives in building new overseas programs and strengthening current overseas programs. In 2011, The Language Flagship Program expanded to include Portuguese and Turkish and worked to establish Portuguese and Turkish language domestic and overseas programs. University of Georgia, Athens was selected as the domestic Portuguese program and has partnered with São Paulo State University in Brazil to build an Overseas Portuguese Flagship Center. In 2012, the University of Georgia, Athens, in partnership with Sao Paulo State University developed the curriculum of the

Overseas Flagship Center in Brazil and prepared for its first cohort of overseas Portuguese Flagship participants in Spring 2013. The Turkish Flagship Center at Indiana University is working with American Councils for International Education and Ankara University in Turkey to develop an Overseas Turkish Flagship Program and is currently developing a curriculum, direct enrollment options, internships, and home stay arrangements for Flagship students with the goal of accepting its first cohort in Fall 2013.

In addition, the Overseas Flagship Persian program relocated from Tajik State National University in Tajikistan to Ankara University in Turkey. The goal of moving the program from Tajikistan to Turkey was to provide a state of the art program for Persian Flagship students in a secure environment immersed in the culture of the broader Middle East. University of Maryland's Persian Domestic Flagship Program in partnership with American Councils for International Education and Ankara University has created a program, which provides Persian Language Flagship students with training in novice and intermediate level Turkish in addition to their advanced training in Persian. The first cohort of this new program started in Fall 2012.

There have also been several changes to the structure of the Overseas Flagship Chinese Program as well. After discussion of the Overseas Flagship Chinese Program at Nanjing University, the Chinese Flagship Academic Council made several recommendations on ways to improve the program such as increasing the hours that students must meet with their tutors, reconfiguring the class structure of the media and writing classes, and increasing teacher training. In 2012, these recommendations are being implemented and will benefit the students who are currently studying at the Flagship Overseas Center at Nanjing University. In addition, The Language Flagship has also provided American Councils for International Education an award for a planning grant to design a second site for the overseas Chinese Flagship Program. This new site will provide continuous curriculum throughout the duration of the program and will specifically accommodate the needs of students from the ROTC Chinese Flagship program.

### 3) ASSESSMENT

During 2012, The Language Flagship made substantial new commitments to developing high quality high stakes assessments for Hindi, Korean, Portuguese, Turkish and Urdu. These new investments are modeled on the successful existing assessments developed for the Flagship program in Arabic, Chinese, Persian, Russian, and Swahili and provided assessments of reading, listening and writing proficiency. These assessments are being developed by American Councils for International Education and are required for determining student qualifications for overseas study and establishing pre- and post-program measurements of language proficiency across reading, listening and writing skills. Once these online assessment instruments are developed, there will be a standard shared assessment procedure for Flagship programs across all 10 critical languages.

Assessment developers work with all Flagship Centers using their expertise in the individual languages developed. Representatives from each test development and psychometric team confer with and coordinate on issues with the Domestic Flagship Centers. Assessment development teams incorporate test validity and psychometric

analysis into the construct of their assessment design. The assessment development teams work in close coordination with both the item writing and test administration personnel. Assessment development focuses on the creation and rating of item banks for reading and listening with tasks based on authentic sources, and the development of appropriate writing prompts. Current Flagship reading and listening tests are ILR referenced, proficiency-based instruments. All existing assessments have the capacity to test both lower range (ILR 0+ to 2) and upper range (ILR 2 to 3+) proficiency.

By January 2014, the new assessment instruments developed for Hindi, Urdu, Korean, Portuguese and Turkish will be in use by the Flagship program. Each test developed will measure proficiency for pre- and post summer programs, for Overseas Capstone selection, and final proficiency measurement for Flagship Certification at the ILR 3/ACTFL Superior level.

In addition, The Language Flagship is collaborating with Brigham Young University and the Service Academies to develop assessment instruments in Arabic and French in a format that serves the needs of the Service Academies. These lower range test instruments will also serve as assessment tools that can serve as interim or higher stakes testing for students in The Language Flagship and other NSEP initiatives in the future.



Indiana University Chinese Flagship Center Students

#### 4) PROFESSIONAL DEVELOPMENT FOR FLAGSHIP STUDENTS

On March 5 – 6, 2012, 50 Flagship students and alumni gathered at the University of Maryland, College Park for two days of Professional Development training. On March 5, students gave presentations in English and in their target language on topics related to Global Connections: Language, Media, and Cross Cultural Communication. Students also broke out into groups to discuss their Flagship experience and to discuss how to leverage the alumni of the Flagship program for their future career searches.

On March 6<sup>th</sup>, several students presented on topics related to national security in English and their target language to an audience of their peers and federal hiring managers. Following the presentations, all of the attendees had an opportunity to network with hiring managers from the Office of the Director of National Intelligence, U.S. Department of Homeland Security, the U.S. Department of Defense, U.S. Agency for International Development, and the Defense Language Institute Foreign Language Center to discuss future career opportunities within these agencies. In addition to meeting with hiring managers students also met with Flagship alumni who are currently employed in positions with national security responsibilities to discuss how to leverage their language and culture expertise into a future career within the Federal government.

### 5) BOREN/FLAGSHIP SCHOLARS AND FELLOWS

In 2012, NSEP expanded the bridge between The Language Flagship and David L. Boren Scholarships and Fellowships. As outlined in the Boren Awards section of this report, Boren Scholarships and Fellowships provide students with resources to acquire skills and experiences in areas of the world critical to the future security of our nation. In exchange, students commit to seek employment in the federal government. Boren Scholarships and Fellowships promote long-term linguistic and cultural immersion overseas that allow American students to develop vital global competencies. Flagship students who receive Boren Scholarships and Fellowships may apply that funding to the yearlong immersion at an Overseas Flagship Program partner university where they directly enroll in courses in their fields of study and engage in professional internships or other experiential activities.

In 2012, NSEP awarded 15 Boren Scholarships and Fellowships to Flagship students studying Arabic, Chinese, Korean, Persian, and Russian. The Flagship program intends to increase the numbers of Flagship students who apply and receive Boren Scholarships and Fellowships by expanding outreach and funding opportunities.

In 2012, NSEP worked with the Foreign Service Institute (FSI) to test the Flagship students who were awarded Boren Scholarships and Fellowships. These tests were conducted at the Foreign Service Institute in the summer of 2012 and assess the students' linguistic proficiency at the end of their Overseas Flagship Program. Of the 14 students that have currently tested, 11 (78.6%) of them received an ILR Level 3 or higher on their FSI speaking assessment. Eleven of these students were also able to take the Defense Language Proficiency Test for listening and reading skills. Of these 11 students tested, nine scored an ILR 3 in listening, and nine scored an ILR 3 in reading. This represents 81.8% who demonstrated professional proficiency.

### 6) RHODE ISLAND RHODE MAP TO LANGUAGE EXCELLENCE

Developed as an action plan coming out of the Rhode Island Language Summit of December, 2011, the Rhode Island Roadmap to Language Excellence was launched on June 8, 2012. The roadmap has garnered positive local press coverage in The Providence Journal calling for local businesses to contribute to funds that would enable schools to start language education programs, and coverage in the Providence Business News – where local bilingual business and education leaders interviewed showed support of the initiative. A supporter of the initiative, Senator Jack Reed (D-Rhode Island) spoke at the June 8, 2012 launch - commenting on the increasing need for language skills and cultural understanding to help ensure long-term national security, prosperity, and peace.



Senator Jack Reed opening the Rhode Island Language Roadmap Summit

A primary aim of the Rhode Island Language Roadmap is to enhance the language and cultural capabilities of its students, making them more competitive in the global economy. The Rhode Island initiative is the fifth state Language Roadmap sponsored by The Language Flagship, following Ohio, Oregon, Texas, and Utah. The Language Flagship is committed to supporting these and other state-level initiatives to develop the multilingual workforce necessary for American economic competitiveness and national security.

### THE FUTURE OF FLAGSHIP



Flagship Students from Arabic Overseas Flagship Center in Egypt

The Language Flagship is making significant progress in demonstrating how its program model has transformed undergraduate language programs and sharing these results with the higher education community. Using extensive assessment data, The Language Flagship is using results data to strengthen all program elements and to improve intensive language instruction on U.S. campuses and in overseas study centers. The Language Flagship is also expanding partnerships with federal and private organizations to meet broad national security needs for graduates with professional language proficiency in a wide variety of disciplines and professions.

The Language Flagship projects significant increases in the number of qualified students enrolling in its overseas study abroad programs. In anticipation of higher Chinese Flagship student enrollment, NSEP is engaging with American Councils for International Education in development of a second overseas study site in China that will serve ROTC students as well as other Flagship students interested in the second site. Expansion of the Arabic Language Flagship initiative will also result in expanded numbers of graduates with professional level Arabic.

The Language Flagship will continue and expand initiatives to provide official government proficiency testing for graduates in order to confirm program success within the federal context and provide graduates with certifications recognized widely within the federal government as they begin their professional careers. Program feedback provided by this coordinated testing will be integral to efforts to continuously improve language teaching models and program results.



Dr. Allan Goodman, President of the Institute of International Education giving opening remarks at "Results 2012" Meeting, with Hunter College Provost Dr. Vita Rainowitz, NSEP Director Dr. Michael Nugent, and Flagship Director Dr. Sam Eisen

The Language Flagship will expand cooperation with ROTC to provide professional language proficiency and overseas experience for future military officers. Scholarship and student support arrangements developed with Air Force and Army ROTC will pave the way for significant numbers of ROTC cadets to engage in language and regional training that greatly exceeds prior expectations for entering officers.

NSEP also anticipates growth in the numbers of states, school districts, teachers, and students participating in the development of K-12 foreign language programs, including dual immersion and 7<sup>th</sup>-12<sup>th</sup> grade intensive instruction models in languages including Chinese, Russian, and Arabic.

Partnering with business partners and private organizations is a critical component of The Language Flagship's long-range sustainability of innovations plan. At a meeting convened by Hunter College's President and the Hunter College Chinese Language Flagship, in conjunction with business leaders in New York City, a variety of retail and financial firms expressed their need for graduates with high level language skills and interest in partnering with The Language Flagship. Working with the ACTFL, MLA and other major associations NSEP is disseminating practices and results beyond the departments and institutions that host the Flagship program. By integrating Flagship concepts more broadly into academic programs and planning, NSEP hopes to create demand for programs with proven results and tangible professional opportunities for graduates.

2012 Flagship Programs

ARABIC

Michigan State University  
 University of Maryland  
 University of Michigan  
 University of Oklahoma  
 University of Texas, Austin  
*Alexandria University, Egypt\**

KOREAN

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

PERSIAN

University of Maryland  
*Ankara University, Turkey\**

CHINESE

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

PORTUGUESE

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

RUSSIAN

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

SWAHILI

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

HINDI URDU

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

TURKISH

Indiana University  
*Ankara University, Turkey\**

*Overseas Flagship Centers are in Italics*

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

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

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