



2007 U.S. Language Summits: Ohio Language Roadmap for the 21st Century

The Final Report



THE LANGUAGE FLAGSHIP

Creating Global Professionals

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Ohio Language Roadmap for the 21st Century

Executive Summary

More than 60 Ohio businesses, government and education leaders met in Columbus on June 28, 2007 to discuss the state's foreign language needs. They concluded that greater foreign language capacity is critically important for Ohio, contributing to increased business opportunities and better understanding of foreign language speakers residing in Ohio.

In a series of four meetings, two small groups of Language Summit attendees and others met in two groups, one with a domestic focus and the other with a global focus, and discussed how to address these needs through actionable recommendations.

These Roadmap Design Teams established the following strategic vision: *Ohio businesses, government agencies, and educational institutions will collaborate to create a multilingual workforce by developing and launching innovative programs. These initiatives will assure Ohioans of opportunities to gain advanced knowledge of foreign languages and cultures in conjunction with job-related technical and academic knowledge.*

With this guiding strategy in mind, the Design Teams proposed five action recommendations:

1) Establish an Ohio Language and Culture Service Center (LCSC)

The LCSC will be built through the collaborative efforts of business, government and education and will focus on creating strong language proficiency and cultural knowledge in Ohio. Once established, the LCSC will bring together the foreign language assets of the state, assess the most critical needs, and develop the expertise for creating solutions.

2) Organize Language Partnering for Life (LPL)

Fostered by the LCSC, this networking organization will bring Ohioans who have language needs and expertise together to regularly share their thoughts, needs and resource networks. This includes connections within the U.S. and abroad, as well as between sister cities, chambers of commerce, universities and colleges, and government agencies.

3) Create extended sequences of foreign language study

In order to produce Ohioans capable of using foreign languages in their respective professional careers, foreign language study should start as early as possible. Foreign language instruction must include fluency in the technical areas that employers need. This coupling of language and specific content knowledge will create truly global professionals.

The Roadmap Design Teams recommend that foreign language education be available from as early as preschool. Professionally-useful levels of foreign language proficiency require long periods of quality instruction, dedicated students, and workplace experience. Creative cooperation among schools, government, and business will create a pool of language-competent professionals who have the skills to develop and implement solutions for organizations challenged by language and culture issues.

In recent months, Ohio State Senate Bill 311 mandated the State Board of Education to establish the Foreign Language Advisory Committee (FLAC) whose charge is to propose a statewide P-16 foreign language implementation plan. When that plan is completed, Ohio Roadmap Team Members will support relevant FLAC initiatives.

4) Train, license and employ more teachers educated in the use of technology and develop networked programs around these qualified teachers

Once the preceding recommendations are implemented, there will be many more positions available for foreign language teachers. Expanding the number of qualified foreign language teachers can be accomplished through recruiting of heritage speakers, improving alternative licensure procedures and augmenting teacher training programs for teachers of preschool through graduate school. With more trained teachers, more schools can offer quality foreign language instruction.

In addition, networked instruction developed around these highly trained teachers will bring foreign language education to school districts whose financial means may not be commensurate with their need for foreign language education, or whose local foreign language resources differ from other regions. For example, Cleveland would be able to take advantage of Toledo's considerable Arabic language resources and Toledo would be able to access Cleveland's Slavic language resources.

5) Create performance-based tools for assessing foreign language learners' ability to communicate effectively

Foreign language learning must be assessed on a performance basis. As in sports and music, students who can perform masterfully in the target language will progress to the next level; therefore, masterful performance at each level needs to be identified, standardized, and clearly articulated. Assessments that are focused on the use of language in the workplace will be enriched by involving the expertise of persons in business and government in the design and evaluation of these performance-based tools.

Achieving these goals requires a shared recognition of Ohio's place in the world and the world's place in Ohio. As Ohio's leaders strive to create new opportunities for the state's economy and to nourish a new attitude toward its future, having the ability to act as global citizens is crucial. Learning the languages and cultures of those with whom we interact will enhance our ability to build the trusting relationships on which Ohio's success in the world depends.

Ohio Language Roadmap for the 21st Century

The Strategic Vision

We see Ohio gaining a strategic advantage by redefining the role foreign language ability plays in Americans' educational and professional lives. Expanding on Ohio's past successes in foreign trade and attracting direct foreign investments in Ohio requires recognizing the importance of foreign language skills in building trusting relationships with non-English speakers. From the national to the local level, trust between communities from different cultures reduces the potential for conflict, increases the opportunities for cooperation, and advances collective security.

Building a strong multi-lingual workforce that opens untapped global and domestic markets creates a stronger Ohio economy. Ohioans with professionally-useful foreign language ability will create positive, trusting relationships with people of other cultures. These relationships will lead to the creation of new jobs and businesses. By leading the nation in strengthening global economic ties, Ohioans in turn will lead the nation in strengthening state and national security.

Global professionals who are able to establish productive relationships with speakers of foreign languages will be the product of innovative educational resources that promote lifelong culture and language learning. Ohio can lead the nation by developing a visionary approach to early language and culture learning that combines language study with core educational content such as mathematics, science, and social studies. In this way Ohio students can communicate with counterparts around the world on occupational and academic topics. This approach works not only with English speakers learning other languages, but also in helping Ohio's new immigrants become proficient in communicating their expertise in dual language environments. Through distance learning technology, this model can also be promoted in the workplace.

As a state of immigrants in a nation of immigrants, Ohio is in a unique position to be a cross-language, cross-cultural broker of world trade and finance. If Ohio can recognize this potential and act on it, adding language ability to our marketing and management skills will keep Ohio competitive in a global service economy.

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Translating the Vision Into Action

Strategic visions become reality through actions. Some of the recommendations that will follow require dramatic decision-making by Ohio's political, business, and educational leadership. While, some would be low or no cost changes in the way organizations regard language and culture issues in our state, all require significant changes in the way Ohioans think about foreign languages.

The Strategic Vision

Ohio businesses, government agencies, and educational institutions will collaborate to create a multilingual workforce by developing and launching innovative programs. These initiatives will assure Ohioans of opportunities to gain advanced knowledge of foreign languages and cultures in conjunction with job-related technical and academic knowledge.

Roadmap Recommendations and Action Steps

Roadmap Recommendation 1: Establish an Ohio Language and Culture Service Center (LCSC)

The LCSC will be built through collaborative efforts of education, government, and business. The Design Teams created the concept of a service center that will develop and organize foreign language and cultural expertise in Ohio by:

- Developing and managing databases of: individuals who have certified language proficiency and expertise in technical and occupational areas, employment opportunities requiring language and culture skills, and public and private resources for addressing language and culture needs.
- Establishing a language hotline that provides business, government and public service organizations, such as law enforcement, courts, hospitals or airport security, with qualified interpretation services.
- Offering consulting services for projects requiring foreign language capabilities, *e.g.*, developing foreign language Web sites for business and government agencies, researching markets in other countries and developing culturally-appropriate advertising campaigns.
- Consulting and advising on educational programs in foreign languages, including providing summer language field study and study abroad opportunities for Ohio language students and teachers. The LCSC will function as a clearinghouse for language and culture learning opportunities for all Ohioans seeking to expand their abilities to successfully navigate other societies.
- Organizing teacher in-service trainings and advising on the development of foreign language programs.
- Providing assessment of students' and professionals' foreign language skills and foreign language programs.
- Serving as a liaison between government offices and constituents when language issues arise.

The LCSC could be located in an appropriate government agency, in an institution of higher learning, or be organized as an independent, non-profit organization. The Ohio Board of Regents under Chancellor Eric Fingerhut recently initiated a project integrating the resources of the University System of Ohio. The LCSC can serve as a model for this kind of cooperation by amplifying the system's foreign language resources.

Ohio Language and Culture Service Center

The Ohio Language and Culture Service Center (LCSC) will lead the collaboration of business, government and education to build strong language proficiency and culture knowledge in Ohio. The Ohio LCSC will gather together the foreign language assets of the state, assess the most critical needs, and develop the expertise for creating solutions.

The goal of establishing the LCSC is to gather and nurture the resources necessary for transitioning Ohio from a lagging manufacturing economy to a robust economy that draws on Ohio's resources and strategic location. In July 2007, the Roadmap Design Teams contracted with the Ohio University Scripps Survey Research Center to poll Ohioans' views about the significance of foreign language in Ohio. In this statewide survey, 92% of respondents believe that knowledge of foreign languages helps foreign trade and 86% of respondents believe that foreign trade is important to Ohio's economic well being. If the assertion that Ohio's economy will become increasingly global is accurate, the increased demand for language and culture services will be sufficient to sustain the expert staff required.

Ohio will be seeking funds to establish the LCSC as a three-year, state-level pilot. In the fourth year, the Ohio service center will become a national service center that serves the foreign language needs of local, state and federal-level law enforcement and security agencies as well as business and other organizations.

329,000 private sector jobs in Ohio are linked to export trade. Establishing the LCSC would provide support to employers who desperately need competent foreign language specialists and speakers.

The LCSC will serve both a symbolic and practical function. It will demonstrate to Ohio the social value of individuals from other countries and of Ohioans who have developed the capacity to effectively communicate in foreign languages and cultures. Through the use of a variety of world media technology such as satellite television and Internet news sources, the LCSC and affiliated locations around the state can embody the spirit of the Roadmap Design Team's strategic vision. The LCSC is providing a venue for encouraging language study and the continued learning of language and culture as well as developing a welcoming social environment where heritage communities and their Ohio neighbors can interact.



Roadmap Recommendation 2: Language Partnering for Life (LPL)

The Roadmap Design Teams suggest that the LCSC organize a service organization that brings together public and private groups with a stake in cross-cultural understanding and communication. This group, tentatively named Language Partnering for Life (LPL), will be associated with the Ohio LCSC and will provide the community base for life-long learning, putting individuals in touch with native speakers of languages they are studying and activities based on the media sources of the Center. Functioning like a Rotary Club with many language-based sub-groups, the LPL will organize international events, culture festivals, trips abroad, and study groups. Drawing on the leadership of business and public organizations with vested interests in cross-cultural communication, the LPL will provide the social motivation for continued language learning and for networking.

Functioning in conjunction with the Ohio LCSC, this organization can provide state agencies, local governments, and Ohio businesses with access to individuals who can facilitate interactions with foreign visitors who are in Ohio to conduct business or simply to enjoy the amenities of the state. Working with the LCSC, LPL will develop language and culture training programs for organizations and localities interested in attracting direct foreign investment to Ohio. Ohio has much to offer businesses, investors, or other visitors, but it must be packaged and presented in such a way that they are made to feel welcome in the state.

University language programs can cooperate to create foreign language mentorships such as Engineering in French or Medical Care in Somali. These programs can be made accessible to a wide range of learners and involve members of heritage communities and special interest groups who want to share their languages and cultures. The potential for collaboration among the varied members of LPL far exceeds what we can currently imagine.

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The LPL office will be the driving force behind language and cultural information sharing and networking. This information sharing will help groups find synergies for growth and help organizations with similar goals pool their resources. One example of such organizations are Ohio's sister city associations. Ohio cities with sister cities abroad currently act independently of each other, and, for the most part, independently of other organizations in their city. Through personal connections in the LPL, Ohio cities and their sisters abroad will discover rich opportunities for cross-cultural learning and trade.

Language Partnering for Life

This networking organization, under the guidance of the Ohio LCSC, brings Ohioans who have language needs and expertise together to regularly share their thoughts, needs and resource networks, including connections within the U.S and abroad, as well as between sister cities, chambers of commerce, universities and colleges, and government agencies.

The LPL office will also organize meetings of its members so that the demand side of the world language equation - those who require the skills of language and cultural awareness for their organizational or personal needs - can regularly communicate their needs to the supply side - those who speak or train others to speak languages and understand the cultures of other peoples. With regular input from the end users of the education system's product, educators can continuously improve foreign language education to fit current needs, including shifting resources to a newly identified high-need foreign language or occupational area.

With Ohio's industrial cities in decline and agriculture competing globally for markets, the groups that need new paths to profitability are those least cognizant of the benefits of foreign language skills. The LPL will be an excellent medium through which success stories involving foreign-language speaking Ohioans can be shared with decision makers in business and government. Anecdotal and qualitative data relating foreign language skills to increased business and happier immigrant populations already exist, but they lack a group like LPL to disseminate them.

The Ohio International Trade Division, as a representative of the state's export interests, will be interested in the LPL's ability to identify opportunities for its constituents, and is therefore the best driver for LPL's inception.

Action recommendations for creating and implementing an LPL organization will take different times:

- Develop a strategic plan: 2 years
- Organize membership, drawing on the databases organized by the Ohio LCSC: 2 years
- Build committed partnerships to advance the goals of the LPL: 2-3 years



Roadmap Recommendation 3: Developing extended sequences of foreign language study

The long-term goal is to establish extended articulated programs of instruction in critical languages. In the Ohio University Scripps survey, 67% of Ohioans believe that language programs should begin in the early elementary grades. Only 9% believe that language programs should begin in high school, where most language study begins in Ohio. If such sequences are not available in certain languages at lower grade levels, then institutions of higher education should institute extended sequences of language instruction focused on developing students who are capable of functioning in career environments, even if these sequences must extend into graduate levels to achieve these goals; the longer the sequence of language study, the better.

For producing high-ability graduates, the length of time students are exposed to quality language training is the best indicator of consistently achieving success. Many education institutions in Asia and Europe are opting for a full K-16 sequence, with the role of dual-language schools becoming increasingly important. A K-12 program should not be attempted unless there is intention and commitment to continue the entire sequence and encourage graduates to continue their use of the language in college, in their work, or by spending time in countries where the language is spoken. The survey results also show that 84% of Ohioans think that the ability to speak another language will make a person more employable. Based on Ohio's current and anticipated foreign language needs, languages that should be taught in extended sequences include (in alphabetical order): Arabic, Chinese, French, German, Japanese, Russian, and Spanish. Different localities around Ohio may have reasons for including other languages in this list. Below are tactics for realizing extended sequences of foreign language study:

Regional focus on targeted languages

Supporting an extended sequence of foreign language study is a significant commitment for any school or school system. For the State of Ohio, it would be beneficial if different communities focused on languages for which they have resources. Toledo has extensive resources for developing an Arabic sequence, Central Ohio would reasonably focus on Chinese, Japanese and Somali, and the Cleveland area would develop extended sequences in Russian and Eastern European languages.

Materials development in less-commonly-taught languages

There is a severe shortage of teaching materials for use in elementary and middle schools, especially for less commonly taught languages such as Japanese, Chinese, Arabic, Farsi, and Korean. A concerted effort is necessary to produce multimedia materials numerous enough to provide instructors with a choice. There is a need for language and culture experts to join forces with early childhood learning experts to develop early childhood language materials. For some languages, establishing clear instructional specifications for K-12 programs will be sufficient to encourage publishers in the United States and abroad to create new materials.

Extended Sequences of Foreign Language Study

In order to produce Ohioans capable of using foreign languages in their respective professional careers, foreign language study should start as early as possible. Advanced foreign language instruction must include fluency in the technical areas that employers need. This coupling of language and specific content knowledge will create "language-competent professionals."

Integration of foreign language education and content education

Research shows that advanced levels of foreign language ability are only reached when learners are able to use the language as a medium of exchange in a particular profession. Based on these findings, educational institutions must integrate foreign language education with other fields of knowledge, including mathematics, science, technology, public policy, and engineering. The end result should be students who can work in the languages they have studied. For example, one American who learned Chinese and earned an MBA in the U.S. now oversees a Chinese factory for its American owners. Being bilingual and bicultural, the American is able to communicate American business needs to the Chinese factory in a way that makes sense to the Chinese while at the same time explaining the Chinese employees' needs and concerns to the U.S.

Integrated subject and foreign language education can be found in immersion schools, dual-language schools, languages for special purposes courses, and internships. In Columbus' K-8 French immersion school, Ecole Kenwood, students receive 50% of their instruction in French by grade 5; at The Ohio State University, Chinese Flagship Program graduate students work with Chinese mentors to complete practical research in majors such as engineering, chemistry, and economics. By replicating such programs in more places, in more languages, and on more levels of instruction, Ohio can become the "go to" state for career-oriented language instruction. Knowledge in other core content areas as well as state-of-the-art instructional strategies will be necessary when the role of foreign language instruction moves from a stand-alone course taken only for personal use to a useful, necessary means of communicating content knowledge in another language. Foreign language teachers will work closely with teachers of other core content areas such as engineering and chemistry to support student learning of the core content and its technical vocabulary. At more advanced levels of language, schools can form exchange programs with schools in other countries that provide subject area instruction in the target language either by exchanging teachers or through Internet connections.

Supplying incentives for studying in extended sequences of foreign language instruction

There are many ways to encourage students to achieve high-level language proficiencies in their student careers. Some of these steps are nearly cost-free, while others will require institutions to allocate significant resources. An example of the former is the acknowledgment of achievement of foreign language proficiency on diplomas and transcripts. High school diplomas could acknowledge a demonstrated ability in "advanced" language (a foreign language and English) and universities could acknowledge the "superior" level of ability in language. Such recognition could also encourage heritage students to focus on both their heritage language and English. A more costly acknowledgement of achievement in foreign languages would be a tuition rebate for college graduates who can demonstrate "superior" language competence. Such rebates could be adjusted to reward achievement in critical languages more generously than achievement in more widely studied languages. A 10% to 20% rebate on tuition would be powerful enough to increase the number of students graduating with the desired language abilities. Government and private industry can also establish scholarships to recognize and reward students who are studying both a foreign language and an employable skill. For example, there could be a corporate scholarship for Spanish Marketing awarded to a student who creates a Spanish-language marketing strategy that appeals to Latino consumers.

State and federal support for Ohio school districts that develop and implement an articulated, critical language program for grades 4-12

To encourage school districts to expand and upgrade their language offerings, we suggest the following type of program: Ohio school districts that develop successful, grades 4-12, articulated critical language programs be rewarded by subsidizing 20% of the teachers' salaries. In order to qualify, districts must demonstrate that a minimum of 70% of students matriculate from elementary school to middle school studying the same critical language and a minimum of 50% of the original group of students continues the study of the same critical language for at least two years in high school for a minimum of seven years of study. Districts that "share" their teacher's expertise with other districts through distance learning will receive subsidy at 30% of the teacher's salary. Teacher salaries could be subsidized at a reduced percentage if student numbers fall below the required percentage. No funding will be provided if student enrollment falls below 10% of the required percentage or if the program is not articulated from grades 4-12, for a minimum of seven years. This initiative will require legislation at the state and federal level.

Study abroad, with community service and internships

An integral part of achieving professional ability in foreign language environments is having practical training. Through sister city partnerships, corporate relations with foreign operations, individual connections, and university development and alumni offices, opportunities can be created in foreign communities for students and graduates of extended sequence programs to develop working experiences in their languages of study. For example, the University of Dayton's School of Engineering could ask its counterpart in sister city Augsburg, Germany to help arrange internships for German-speaking mechanical engineering students at the German truck maker MAN Diesel. Such programs should anticipate a reciprocal component that invites students from other countries to experience internships and community service in Ohio.

It will be necessary for the Ohio Department of Education to encourage a policy of regional language emphasis in order to get long sequences of foreign language learning off the ground. The U.S. Department of Education can direct resources to these extended-sequence programs while the U.S. Departments of Defense, Commerce and Labor will also be interested in the impact this will have on workforce development.

Whether an individual is in Ohio working with foreign language speakers or is in a foreign land as a representative of an Ohio organization, the skills necessary for interacting with foreign language speakers on their terms require more time to acquire than any single educational institution can provide. For this reason, the Design Teams strongly believe that articulation across all levels of education is the only viable and scalable means of consistently producing Ohioans who can use world languages in all aspects of their personal and work lives.

Action recommendations for extended sequences of learning will take different lengths of time to implement:

- Regional focus on targeted languages: 2-3 years
- Materials development: 5-10 years
- Developing structural incentives: 3 years
- Integration of foreign language and academic subjects: 5-10 years
- Scholarships and rebates for language proficiency: 1-3 years
- Internships: Immediately

Roadmap Recommendation 4: Train, license and employ more teachers educated in the use of technology and develop networked programs around these qualified teachers

When the preceding Roadmap Recommendations for extended sequences of foreign language study are implemented across the state, there will be many more positions for foreign language teachers than there are individuals currently qualified to fill those positions.

Because of their popularity with students and administrators, there is a shortage of teachers for French and Spanish programs across the state, but there is also a dire need for qualified teachers of “critical languages” such as Chinese, Arabic and Farsi. This “critical language” teacher shortfall has many causes: few schools hire such teachers, few training programs produce such teachers and there are few authorized programs granting teaching licenses in these languages. While the need for fully-licensed teachers of critical languages looms large in the minds of the participants in the Language Summit and the Design Teams, the stalemate between supply and demand has made it difficult to move in that direction.

The first step toward creating an overall language teacher training policy is to start a campaign to convince Ohio educators to build substantial language programs in their schools. Then strengthen the supply chain by:

- Developing more high quality, accelerated teacher training programs for high-need, critical languages
- Establishing more regular teacher training programs in universities and private training centers
- Recruiting college-educated heritage speakers to become licensed teachers of critical languages
- Training teachers how to use technology creatively and effectively in foreign language instruction.

84% of Ohioans think that the ability to speak another language will make a person more employable

While developing a corps of qualified teachers in critical languages, Ohio should think outside the box and create a series of language courses that are accessible through the Internet. We should strive to provide the widest range of Ohio students with opportunities to study the languages they want to learn. Even if a school or school district offers an extended sequence of language courses, most districts cannot do so for more than one or two languages. However, other possibilities could be made available to students if qualified teachers are connected to students in schools throughout the state by means of the Internet and other instructional technologies. Examples of such networked programs are the Ohio Board of Regents Chinese Academy and the Distance Chinese Individualized Instruction Program at The Ohio State University.

More Teachers and Effective Use of Technology

Expanding the number of qualified foreign language teachers can be accomplished through recruitment and teacher training programs for teachers of preschool through graduate school. With more trained teachers, more schools can offer quality foreign language instruction.

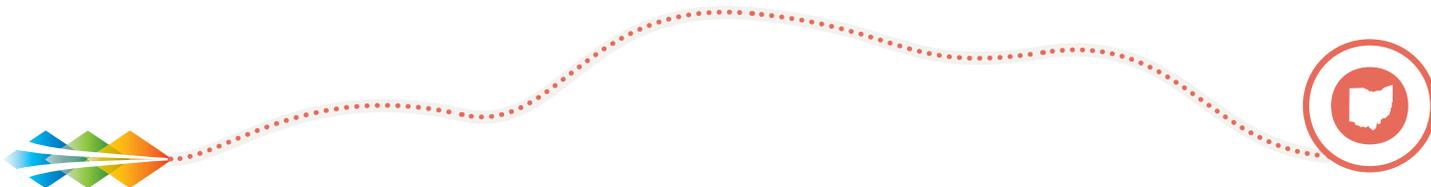
In addition, networked instruction developed around highly-trained teachers will bring foreign language education to school districts whose financial means may not be commensurate with their need for foreign language education, or whose local foreign language resources differ from other regions.

As many experts have pointed out, learning a second foreign language is easier than learning the first one; thus, students who happen to live in a district with elementary school Russian are not fated to learning only Russian in their lives – they may pick up a different language later on in their student career as they attend schools with other options or qualify for a networked program. Having technologically-networked programs would allow small groups of students interested in studying a language not offered locally to combine with similar groups across the state and form complete language classes. Thus, isolated students of a language can participate in a fully resourced course under a qualified instructor. Networked programs could include the idea of creating multi-school classrooms and global connections between Ohio classrooms and classrooms throughout the world.

Learning a second foreign language is easier than learning the first one; thus, students who happen to live in a district with elementary school Russian are not fated to learning only Russian in their lives.

It will take two years to create accelerated teacher certification programs based on existing ones (e.g., accelerated Arabic, Japanese and Chinese alternative licensure programs at Ohio State, the University of Findlay and Cleveland State) and another three years to establish new teacher training programs for critical languages in schools of education throughout the state. It may take two years to develop instructional materials describing use of technology in the classroom but clusters of networked programs can be set up within one year.

Without qualified teachers, students cannot learn foreign languages. As foreign language education programs increase in quantity and the expectations for proficiency rise across the country, standardized teacher qualifications and licensure will contribute to articulation across grades, across localities, and even across languages. Even with a host of extra-curricular learning opportunities available to learners of all ages (from watching foreign cartoons to internships), qualified foreign language teachers are the key to effective language learning experiences.



Roadmap Recommendation 5: Create performance-based tools for assessing foreign language learners' ability to communicate effectively

Assessment instruments for identifying an individual's skill and task proficiencies in a given language and a program's effectiveness are crucial to the development of the infrastructure that will sustain this effort. Based on the idea that the goal of language study is the ability to work in the language, performance-based assessments can provide standards for language proficiency and language teaching qualifications. The LCSC can assemble and distribute currently available assessment instruments as well as create new assessment instruments using the latest technology and pedagogical research. In the Internet age, assessments can be implemented from any location and databases maintained to identify persons and organizations with language and teaching qualifications.

Because performance-based tests and portfolio assessments reflect whether or not students are able to use foreign language skills to communicate with foreign counterparts in the context of the target culture, teachers who are inclined to "teach to the test" will emphasize performance in their instruction. If progressing to higher levels of instruction is tied to performance in the target culture, as athletic performance is tied to the playing field and music to the recital hall, students will clearly understand the nature of learning to communicate in a foreign language. Effective assessment will require the creation of third-party assessment agencies. Independent assessments will be more objective than in-house assessment, and will facilitate comparisons of language programs across schools and regions.

If progressing to higher levels of instruction is tied to performance in the target culture, as athletic performance is tied to the playing field and music to the recital hall, students will clearly understand the nature of learning to communicate in a foreign language.

Under this plan, the Ohio and U.S. Departments of Education will be crucial in establishing the need for effective assessment instruments. The American Council on the Teaching of Foreign Languages (ACTFL), as the current standard-bearer of language proficiency, will play a role in developing broader assessment tools. The U.S. Departments of Defense and State, including the Interagency Language Roundtable, will play an important role in the use and validation of such assessment tools. Language-based and subject-based teaching associations will contribute to creating content-appropriate standards. In conjunction with the development of organizations such as the Ohio LCSC, a language assessment center could be partially operational within three years and fully operational in five years.

Create Performance-Based Tools

Foreign language learning must be assessed on a performance basis. As in sports and music, students who can perform masterfully in the target language will progress to the next level; therefore, masterful performance at each level needs to be identified, standardized, and clearly articulated.

Conclusion

These recommendations emerged out of the Ohio Language Summit and the deliberations of the Domestic Design Team and the International Design Team. The participants were predominantly from business and government with educators playing a secondary role. The process was to try to grasp the economic and social need for foreign language capability in Ohio and to project those needs into the future. The domestic team identifies critical needs that involve public safety, family security, and even life and death issues in health and rescue situations. The international team sees global trade as the driver of economic success for Ohio and foreign language as a cultivatable asset in the competitive 21st century economy.

The participants in these activities are the Ohioans who are the most engaged in intercultural and international activities. Their level of awareness of these issues is well beyond that of their fellow citizens, so there is a need to tap their leadership potential to bring their vision to a broader audience. The solutions they propose require dramatic changes in how our state and communities regard the role of language and they clearly expect educators to step up with new and novel approaches.

Acknowledging the remarkable successes of advanced language and culture programs already present in Ohio, they think it is reasonable to expect large numbers of Ohio students to gain the capability to communicate in foreign languages on topics that are important to their lives. This can happen only if we have the foresight and will to travel the rigorous road given here.

In closing, the connection between foreign language capacity and the ability of Ohio to thrive in the 21st Century was foremost in the minds of the Roadmap Design Teams. They see an interesting future where the cultures of the world interact with greater frequency and intimacy. In such a world, strong foreign language and culture knowledge combined with all the other strengths of Ohio will bring unprecedented opportunity. This is why foreign language matters.



Membership of the Roadmap Design Teams

Domestic Language Roadmap Team

Laurice Baddour
CulturHable

Diane Ging
Columbus City Schools

Julia Hinten
Ohio Department of Development

Benito Lucio
Ohio Department of Jobs & Family Services

Jane McGrew
Community Refugee & Immigration Services

Mariangee Merino
US Bank

Bruno Romero
Ohio Supreme Court

Lisa Stokesbury
VocaLink

Mahdi Taakilo
SomaliLink

Ryan Wertz
Ohio Department of Education

Mindy Wright
The Ohio State University

International Language Roadmap Team

Diane Birckbichler
The Ohio State University

Sharlene Chesnes
InterChez Logistics

Christopher Farrar
Percipia

Roberta Ford
U.S. Department of Commerce

Phil Hayden
Hayden Environmental

Julia Hinten
Ohio Department of Development

Kimberly Kirkendall
China Source Link

Robert Maynard
Tappan Woods

Erik Meyer
Liebert Corporation

Dixon Miller
Porter, Wright, Morris & Arthur

Amelia Rodriguez
VocaLink

Deborah Robinson
Ohio Department of Education

Editorial Team:

Jane Ensign
Metro High School; Roadmap Team Facilitator

Patrick McAloon
Author, *Ohio Going Global*

Galal Walker
Director, Chinese Flagship Program; The Ohio State University

Mindy Wright
Director of Community Partnerships, Colleges of The Arts and Sciences;
The Ohio State University