



Two States Launch Language Roadmap Initiatives

For more than 10 years, The Language Flagship has supported efforts to advance language skills that will meet the needs of individual states. In 2007, The Language Flagship initiated state Language Roadmaps with congressional funding and support from the Under Secretary of Defense for Personnel and Readiness. Hawaii, Ohio, Oregon, Rhode Island, Texas, and Utah created Language Roadmaps and saw state legislation in the form of foreign language requirements for high school graduation and college admission, scholarships for foreign language proficiency, and K–12 dual-language immersion programs. In addition, each state has adopted the Seal of Biliteracy.

More recently, the National Security Education Board, which comprises six presidential appointees and representatives from eight Cabinet-level agencies and provides strategic input and advice to the National Security Education Program, supported renewing this effort. The Language Flagship subsequently launched two new state Language Roadmap initiatives in 2018, in Wisconsin and Indiana.

The Wisconsin Language Roadmap Initiative hosted the Wisconsin Language Summit in January 2018. The initiative is sponsored by the Language Institute and the International Division at the University of Wisconsin (UW), Madison, with support from the College of Letters and Science at UW–Madison and a grant from The Language Flagship. Summit hosts included the initiative cosponsors as well as the Russian Flagship Program, the Wisconsin Economic Development Corporation, and the Wisconsin Department of Public Instruction. Summit participants included leaders in Wisconsin’s business, nonprofit, education, and local government sectors as well as representatives from community organizations. Dianna Murphy, associate director of the Language Institute and the Russian Flagship Program at UW–Madison, says, “It’s important that we gather input from these certain groups to understand what the state’s language and culture needs are and then consider how we can prepare



State Sen. Howard Stephenson, keynote speaker at the Wisconsin Language Summit, spoke about successful language initiatives in Utah and how to apply lessons learned to the Wisconsin Language Roadmap Initiative.

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State Sen. Howard Stephenson, a nationally recognized expert on digital teaching and learning, was the keynote speaker at the Wisconsin summit. Stephenson’s state, Utah, leads the nation in the number and percentage of students engaged in Chinese dual-language immersion programs as well as the percentage of students who use adaptive computer-assisted instruction daily for personalized learning. Stephenson spoke about language initiatives in Utah and how to apply lessons learned in Utah to the Wisconsin process, including state-level actions that Wisconsin should consider. Utah’s success in language education was featured as a case study throughout the summit.

Discussion at the Wisconsin summit focused on the state’s current landscape for multilingualism, the need to prioritize language education, and the perceived value of advanced language skills in the workforce (current and future). According to its website, the Wisconsin Language Roadmap Initiative “aims to ensure that Wisconsin’s future

Continued on page 2 >

Regional Flagship Language Initiative Adds Indonesian Language

The Language Flagship is expanding the Regional Flagship Language Initiative (RFLI), which has been offering students the opportunity to study critical languages spoken in Africa [Akan/Twi, French, Portuguese, Swahili, and Wolof through the African Flagship Languages Initiative (AFLI)] and in South Asia [Hindi and Urdu through the South Asian Flagship Languages Initiative (SAFLI)] since 2015. Now, the Indonesian Flagship Language Initiative (IFLI) offers intensive study of Bahasa Indonesia (i.e., Indonesian language). All RFLI students receive a David L. Boren Award, complete 8 weeks of domestic language study, and participate in a corresponding program overseas.

The first IFLI cohort, selected this spring, will begin study in summer 2018. The intensive summer program will be hosted at the University of Wisconsin (UW), Madison, and the overseas program at State University of Malang on the island of Java, Indonesia. The Center for Southeast Asian Studies at UW–Madison has a tremendous amount of experience in teaching Indonesian language and culture and has been the exclusive host of the Southeast Asian Studies Summer Institute (SEASSI) since 2000. “The methods that we use are communicative and task based; we focus on improving proficiency in all skills,” says IFLI Administrative Director Laura Hammond. The State University of Malang features a well-established intensive Indonesian language program for overseas students and has hosted



Second-year Indonesian class participates in a class game with a remote student (via tablet).

Continued on page 3 >

YASHA HOFFMAN

SOUTHEAST ASIAN STUDIES SUMMER INSTITUTE

Two States Launch ... (from page 1)

citizens are able to effectively engage and compete in increasingly interconnected global markets, serve diverse local communities, and participate in professional and personal networks that cross linguistic, cultural, and national boundaries." The long-term vision is "a world-ready Wisconsin," which plans "for all Wisconsin students to graduate ... with advanced global and intercultural competencies and proficiency in one or more languages in addition to English." As reported in *WPR News*, Mark Tyler, president of OEM Fabricators and a business representative to the summit, highlighted the need for this statewide initiative, claiming that about half of his customers are multinational companies. He also warned that without increased linguistic and cultural competency to serve this multinational customer base, the state risks becoming less economically competitive [Wisconsin Public Radio (website), Jan. 29, 2018].

Overseen by an advisory board, four working groups will prioritize recommendations in several key areas for the Wisconsin Language Roadmap: development of sustainable and accountable language programs; success of and equity among students; recruitment, preparation, retention, and effectiveness of language educators; and collaborative leadership, engagement, and advocacy for language education at the state and local levels. The final report is projected to be ready for dissemination in August 2018 and to be implemented from fall 2018 through 2019.

In February 2018, in collaboration with its resident Arabic, Chinese, and Turkish Flagship Programs, Indiana University (IU), Bloomington, hosted the first of two Indiana Language Roadmap Summits. Stakeholders from the business, education, government, health care, and law enforcement sectors were in attendance. Hilary Kahn, principal investigator for the Indiana Language Roadmap, says, "The most exciting aspect about this project for me is how it has garnered statewide support," from the court systems to multiple institutions of higher education. She adds, "The part that's a little tougher and all the more rewarding is that we are reaching beyond educators" to assess language education in Indiana; identify gaps, strengths, and resources; and develop action items and goals.

Summit participants acknowledged that business has become increasingly global in recent years. In a June 22, 2017, press release about the Indiana Language Roadmap, *News at IU Bloomington* cited relevant results from a 2015–2016 survey conducted by the Indiana Business Research Center at the IU Kelley School of Business: More than 45 percent of survey respondents revealed that 10 percent or more of their business revenue was international,

and 63 percent of respondents indicated that staff with "more international expertise" would increase total sales but "hiring U.S. residents with such skills was difficult." State Rep. Bob Behning, who chairs the House Committee on Education, stated the importance of learning world languages and of global competency among students entering the Indiana workforce.

The Indiana Language Roadmap is intended to enhance state support and infrastructure for language education by improving quality, expanding access, and increasing opportunities while ensuring equity among student bodies. Over the next 2 years, a collaboration that includes a leadership team, an advisory board, regional leaders, and Community of Transformation (CT) committees (recruited from nine business development regions previously established by the Indiana Economic Development Corporation) will create the Indiana Language Roadmap. Because the CT committees are intended to yield insight into regional conditions and reflect a range of perspectives in the statewide initiative, committee leaders were recruited from various industry sectors. Teresa Nichols, grant and program manager at the IU Center for the Study of Global Change and project coordinator for the Indiana Language Roadmap, explains that this regional input will allow diverse sectors, towns, and communities to engage, identify needs, and plan how to move forward together. "We can't have everything based in the state capital," Nichols says.

With collaboration from state leaders in education, business, and government, The Language Flagship is committed to state-level K–16 initiatives for developing a multilingual workforce that supports the future economic competitiveness and national security of the United States.



At the first Indiana summit, state Rep. Bob Behning endorsed dual-language immersion programs in Indiana schools.

Word from Flagship

Sam Eisen
Director
The Language Flagship



Sparking cooperation among unlikely partners is a hallmark of Flagship innovation. For example, at U.S. institutions of higher learning, the core challenge of the Flagship model is to create cross-campus connections between a high-quality program of language and culture and schools of engineering, public health, business—areas of study in addition to the humanities and social sciences. This issue of *Discourse* illustrates this kind of innovation.

The Language Flagship Technology Innovation Center at the University of Hawai'i, Mānoa, partnered with the American Council on the Teaching of Foreign Languages to bring together tech entrepreneurs with an international group of language acquisition specialists from K–12 and higher education in Nashville, Tennessee, last fall. As a result, partnerships that combine good language pedagogy with agile blended learning systems are developing, some with outside support and some more organically.

On a larger scale, the state Language Roadmap initiatives launched by University of Wisconsin, Madison, and Indiana University, Bloomington, brought together people across sectors and state regions who may not otherwise have realized that they share common needs and goals. Elected officials, business owners, service providers, and others told educators their most important needs in foreign language capacity and intercultural understanding. In April 2018, under the Regional Flagship Languages Initiative, foreign language educators representing India, Indonesia, Mozambique, Senegal, and Tanzania shared best practices and discussed the challenges of advanced language training for U.S. students.

Under the initiatives highlighted in this issue (and others like them), The Language Flagship leverages the interests and enthusiasm of dedicated stakeholders across sectors to collaborate on mutually beneficial projects that collectively strengthen the impact of foreign language education on the next-generation American workforce.

RFLI Adds Indonesian ... (from page 1)

numerous programs administered by the American Councils for International Education.

With 27 applicants (13 Boren Scholars and 14 Boren Fellows) for its debut year, IFLI is poised for growth as more students discover opportunities to study critical languages through Flagship programs and initiatives. All undergraduate students are eligible to apply to IFLI, and prior study of Bahasa Indonesia is not required. In an IFLI information session, SEASSI Program Coordinator Jinda Moore explained, "Indonesian is a very accessible language relative to other Southeast Asian languages for new learners. Indonesian has a romanized script It's not a tonal language, and the grammar is really pragmatic, so that students—especially at early levels—find it extremely accessible to pick up on, and they find that they're able to progress rapidly in the language."

For many reasons, IFLI is both timely and relevant. Bahasa Indonesia is the lingua franca in a country with a population of more than 260 million people and therefore is one of the most widely spoken languages in the world. The decades-long relationship between the United States and Indonesia is increasingly important because Indonesia represents the third-largest democracy in the world, the largest economy in Southeast Asia, and the projected fourth-largest economy (as measured by gross domestic product at purchasing power parity) in the world by 2050. Students who will complete the IFLI program are envisioned as future policy leaders with the expertise needed to engage the United States with Indonesia on many levels.

Fully integrated under The Language Flagship since 2015, RFLI features the best practices of Flagship programs while providing domestic infrastructure for learning languages critical to U.S. national security that are spoken in Africa, Indonesia, and South Asia. The National Security Education Program sponsors all RFLI overseas program components and encourages linguistic and cultural immersion. Read three students' experiences with AFLI in "New Doors Open for Students ..." in the Spring 2016 issue of *Discourse*.



Advanced Indonesian students play an impromptu game of Indonesian Scrabble on the UW–Madison Memorial Union Terrace.

Op-ed: University Partnerships with National Security Education Program Create Multiple Benefits

Guido Podestá
Vice Provost and Dean, International Division, University of Wisconsin, Madison

Perhaps the most defining and enduring tradition of the University of Wisconsin (UW), Madison, is the Wisconsin Idea.

The Wisconsin Idea is a philosophy that can be conveyed as one general principle: Education should influence people's lives beyond the boundaries of the classroom, improving quality of life, health, and environment for citizens across the state. National Security Education Program (NSEP) partnerships with UW–Madison—Project GO, the Russian Flagship Program, the South Asian Flagship Languages Initiative, and the Wisconsin Language Roadmap Initiative—allow us to expand on this grand philosophy and share UW expertise and resources not only statewide but also nationally and globally.

Partnerships with NSEP provide universities with proven tools and approaches to increase language and cultural fluency, focus on particular groups of students with a specialized curriculum, and train individuals who will become leaders in areas of national and international public policy. Institutions of higher education like UW–Madison, which already has built up the human capital necessary to administer the necessary programs, are well positioned to play a major role in the lives of students who make public service their professional goal. Participating instructors and staff also benefit greatly by being "plugged in" to the needs of the state and the nation while building a valuable network of alumni who will be role models for the next generation.

Such partnerships often have a broader effect than intended. For example, the primary goal of the Wisconsin Language Roadmap Initiative is to develop a framework for the future of K–16 language education in Wisconsin. However, the initiative also provides a platform to engage leaders in business, healthcare, education, government, and other sectors in meaningful conversations to assess statewide needs. Such a process is necessary for designing sound, effective public policy for Wisconsin. Then, the Wisconsin Language Roadmap will guide the state toward connecting with diverse communities statewide, creating a global workforce, and increasing our economic competitiveness.

University partnerships with NSEP provide value to students and instructors as well as to organizations and businesses that benefit from access to individuals who have professional-level linguistic and cultural expertise in critical languages. And the universities that create highly skilled human resources benefit while being of service to the state and the nation. As NSEP partnerships proliferate throughout American higher education, so will the Wisconsin Idea.



UNIVERSITY OF WISCONSIN, MADISON

Tech Center Highlights

In November, The Language Flagship Technology Innovation Center (Tech Center) hosted LaunchPad in partnership with the American Council on the Teaching of Foreign Languages at the 2017 Annual Convention and World Languages Expo in Nashville, Tennessee. A well-attended forum, LaunchPad enabled language educators and private-sector entrepreneurs to dialogue about how technology can support best pedagogical practices for second language acquisition. Four emerging technologies were introduced to a panel of language educators from around the country. With the audience, panel members discussed the innovations and evaluated their strengths and weaknesses for application to different phases of language acquisition. Since, the Tech Center has collaborated with LaunchPad entrepreneurs to incorporate their technologies into initiatives that support language learning and cultural immersion.

In spring 2018, the Tech Center led a 3-month blended learning initiative that provided creative outlets for Flagship programs to implement new tools. Each program was tasked with defining a language-learning problem, devising a solution that integrated technology into the coursework, incorporating the technological solution, and evaluating the success of the innovation. Housed at University of Hawai'i, Mānoa, the Tech Center supported Flagship programs during the process and then collected and reviewed final evaluations. The Tech Center compiled the collective results into a final report for presentation at the May 2018 annual meeting of The Language Flagship for the benefit of the entire Flagship community.

Flagship Alumna Puts Skills to Use

Rachel Mayer, a 2013–14 Boren Flagship Scholar, recently launched her federal government career as a refugee officer with U.S. Citizenship and Immigration Services, U.S. Department of Homeland Security. Her experiences living overseas not only taught important soft skills—cultural awareness, attention to detail, open-mindedness, and an ability to think on her feet—but also help her “better understand [refugee] applicants and the challenges they face.” Mayer’s position allows her to use Arabic language skills on the job (professional proficiency certified by the Foreign Service Institute) and fulfills the federal service requirement of her Boren Scholarship.

Mayer began studying Arabic to deepen her understanding of the politics and history of the Middle East and communicate with individuals from that region. Shortly after enrolling at the University of Maryland, College Park, she discovered the Arabic Flagship Program. “Everyone was so supportive in helping each other learn,” she says, and her professors “went above and beyond to teach us more than just a language.” Because of an unforeseen location change, Mayer started her Arabic Flagship Overseas Capstone at Alexandria University in Egypt and finished at Moulay Ismail University and the Arab–American Language Institute in Morocco. As a result, she learned Egyptian and Moroccan dialects alongside Modern Standard Arabic. Interning at a nonprofit development agency in Morocco, she observed the importance of speaking the right dialect in professional situations. Speaking another person’s language, she says—even a few words or phrases—goes a long way toward making that person feel more comfortable.



Arabic Flagship alumna
Rachel Mayer

Flagship Centers

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

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 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.

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THE LANGUAGE FLAGSHIP

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² ROTC Flagship Program

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