

Historical Background

HB 1017

After the passage of HB 1017 in 1990, the Oklahoma State Board of Education identified the study of languages (foreign, Native American, and American Sign Language) as core curriculum. Several years later the content standards for world languages, commonly known as *PASS*, were developed after carefully considering the latest research in the field of second language instruction. These standards reflect the profession’s national standards document created in 1996 by the American Council on the Teaching of Foreign Languages (ACTFL). With communication and culture as the cornerstone for all language learning, the state’s goal was, and still is, for all Oklahoma students to learn “how, when, and why to say what to whom” in at least one other language (*Oklahoma C3 Priority Academic Student Skills*, p. 319). Requirements in three major grade levels (K-3, Grades 4-8, and Grades 9-12) are addressed and noted in the chart below:

World Languages Requirement in Oklahoma

Grades K-3	Languages Awareness is a required program in Oklahoma schools through which children gain the insight that other languages exist besides their own.
Grades 4-8	Grade 4 is the beginning of a required sequential language program in Oklahoma schools through which all students begin to develop proficiency in a language. By the end of the Grade 4-8 program sequence, students should demonstrate proficiency as described by the Novice Level progress indicators listed in this document.
Grades 9-12	Grades 9-12 provide continued sequencing of instruction for further language proficiency for Oklahoma students. School districts must offer at least two years of a specific language in high school. Districts may offer long-term, sequential programs in more than one language. Two Carnegie units of study (240 hours) of the same foreign language are part of the requirement for the Certificate of Distinction, an award that high schools may offer to high school graduates.

Oklahoma C3 Priority Academic Student Skills, p. 319

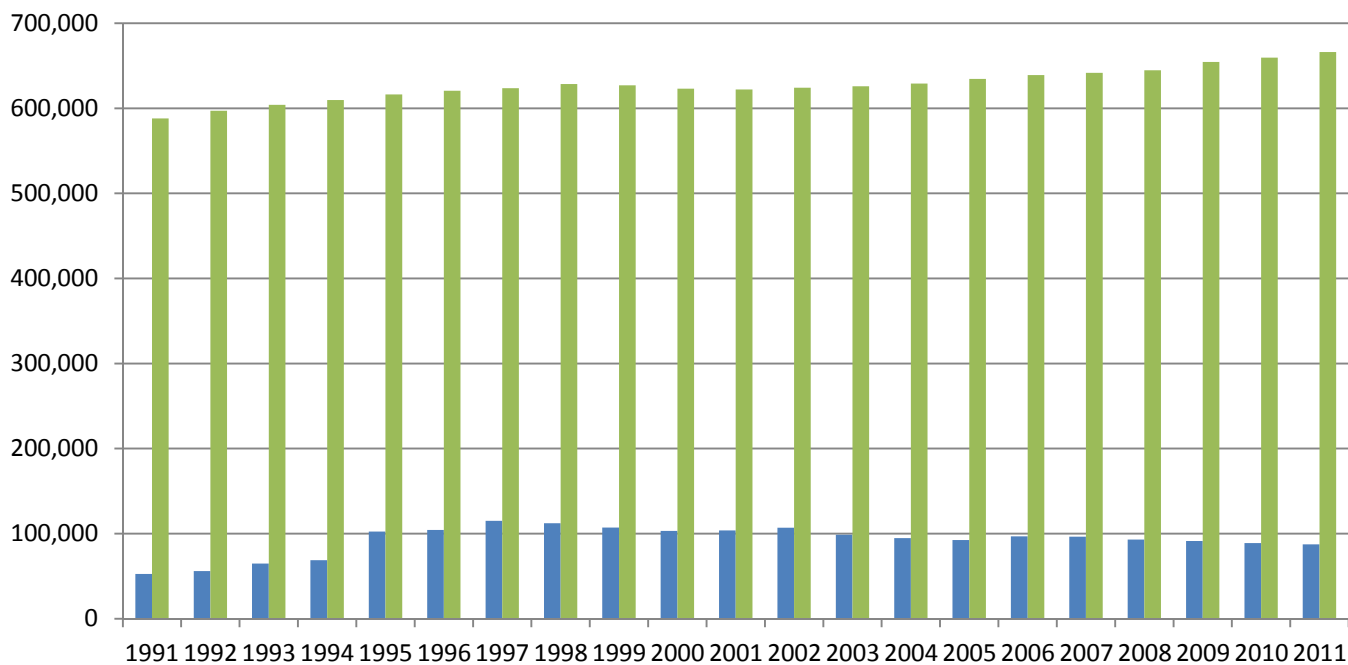
School districts were also given the option of choosing to begin an articulated, sequential program of study leading to even higher levels of proficiency beginning in kindergarten if they so desired.

After much deliberation, SDE decided to give public schools seven years to implement this program of study, and enrollment in world language courses steadily increased until 1997. In 1990 student enrollment in languages was 8.37% of the total student population, but by 1997, that percentage increased to an all-time high of 18.46%, more than doubling the enrollment in world languages, while total enrollment also increased by almost 9.3%. (See World Languages Other than English (WLOE) Trends 1973-2012 in chart below.) Oklahoma was seen as an

innovator at the time in preparing students for an ever changing society and marketplace; however, when it became apparent that some school districts were not willing to comply or did not have adequate resources to comply with the requirements, it was decided to ignore noncompliance of the regulation rather than continue working toward the state goal.

WLOE Enrollment Compared to Total Student Enrollment from 1991 - Present.

■ WLOE Enrollment
■ TOTAL Enrollment



Considerations

Teacher Preparation

Several changes occurred in university teacher preparation programs to accommodate the new state requirements. The WLOE teaching certificates became K-12 certificates rather than secondary only. WLOE preservice candidates had to take methods courses at both elementary and secondary levels and complete student teaching internships at both levels of instruction as well. Education teacher candidates in all content areas and levels were asked to show proficiency in a language other than English at the Novice High level in order to have an understanding of what their students would be learning in the classroom. (See Supplemental Document A from Oklahoma State Regents for Higher Education.) The education majors were originally told they would have to satisfy this requirement by demonstrating the attainment of the Novice High level on an oral proficiency interview; however, the Oklahoma State Regents for Higher Education

later determined the requirement could be satisfied by ten college credit hours of “seat time” in the beginning levels (two courses) of a world language of their choice. Ultimately, individual universities were allowed to determine how to define Novice High in their own terms. Today, some teacher preparation programs define completion of levels 1 and 2 at the high school level with a grade of C or better as complying with the requirement.

Professional Development

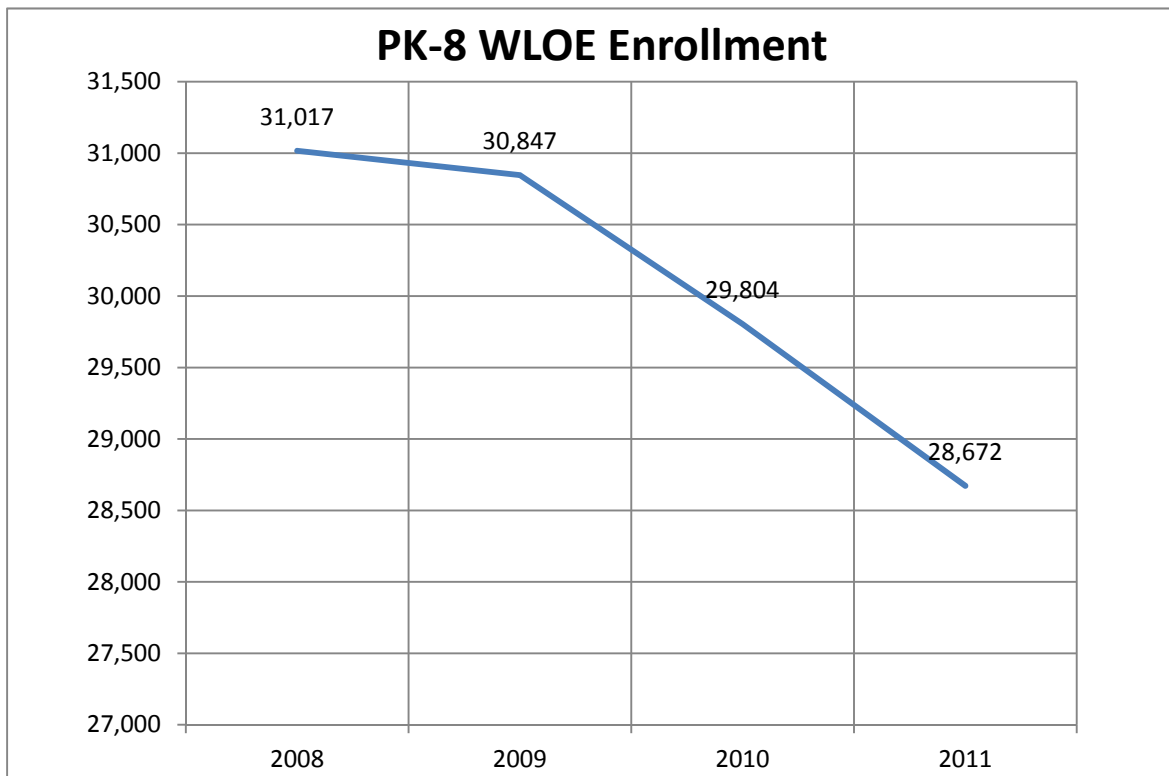
At some point within the seven-year transition to full implementation, it was decided that regular classroom teachers at the elementary level could be assigned the responsibility to teach the world language chosen by the district in addition to his/her other content areas of instruction. Research did not support this proposition. Teachers with little or no second language proficiency were asked to teach their students how to understand and speak a language. Many of the teachers had not even studied the language chosen by the district. Finding a way to develop an articulated, sequential program was difficult, at best.

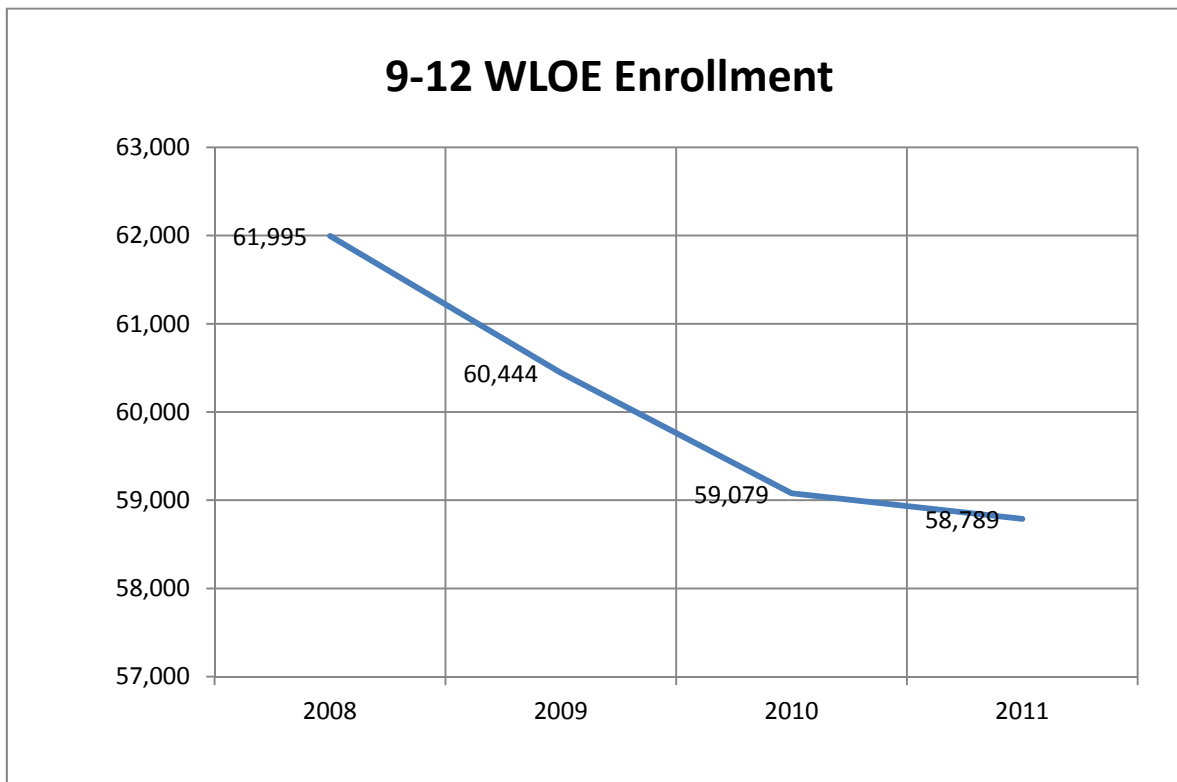
The Oklahoma Foreign Language Teachers’ Association (OFLTA) realized school districts would need help and began seeking solutions to the dilemma and offering professional development to elementary teachers who were already teaching prior to HB 1017. OFLTA, in collaboration with Oklahoma State University professor, Dr. Nadine Olson, even sought a grant to aide in the implementation of the 4-8 grade requirements and to develop model programs at the elementary level throughout the state. After receiving the \$336,000 funding from the National Endowment for the Humanities, 25 model programs were established for Spanish instruction at the upper elementary grades in urban, suburban, and rural areas of the state over a three-year period utilizing regular classroom teachers who had at least a novice-high level of proficiency in Spanish. It is also important to note that several districts did not choose this option to utilize the regular classroom teacher and employed world language teachers to create high-quality immersion, FLES (Foreign Language in the Elementary School), and content-based programs. Generally the FLES and content-based elementary programs met from 3-5 days per week for no less than 30-40 minutes per class as specified in *PASS*.

Results over Time

Over the many years after the 1997 decision to ignore the regulation, schools slowly realized they would not be penalized in any way for noncompliance, and world language enrollments began to drop. One school district that has attempted to maintain its program to this day did ask for a legal ruling from the SDE legal counsel, and were advised that “based on the law and the rules of the State Board of Education, foreign language is required to be taught in Grades 4-8 and is therefore a requirement for middle school students.” (See Supplemental Document B.) That ruling was sent to the district that had requested the ruling, but it was not made public as a general announcement to other districts.

Due to lack of enforcement and recent emphasis placed on high-stakes testing centered on other content areas, there has been an even greater decline in WLOE enrollments as schools try to increase time and resources available for areas of instruction seen as vital. (See charts below for PK-8 and secondary enrollment numbers from 2008 to the present.) Decreased enrollments mean fewer teaching jobs available. This decreased likelihood of job opportunities in the PK-12 arena has led to fewer and fewer students graduating from WLOE teacher preparation programs and that, coupled with tighter university budgets, have resulted in the closing of some of those programs. Complicating the issue further, the majority of PK-12 schools offer Spanish, and the certification exam in that language recently was revised to reflect a higher proficiency level to pass, decreasing the pass rate, which has also reduced the numbers of teachers available.





Conclusion

The need to prepare students for a more globally competitive world has now become exceedingly important. Today's students must have 21st century skills upon which government, business, and educators agree should encompass world language study. For more extensive reading on the need for world languages, the following documents may be informative:

- Cultural Barriers Present Risks for Oklahoma Businesses (See Supplemental Document C.)
- Finding Our Way with Words (See Supplemental Document D.)
- English Is Not Enough (See Supplemental Document E.)
- Learning to Live in a Globalized World (See Supplemental Document F.)
- What Business Wants (See Supplemental Document G.)
- Education for Global Leadership (See Supplemental Document H.)

Oklahoma recently participated in a survey conducted by the Center for Applied Linguistics in Washington, DC (Rhodes, N. C., & Pufahl, I. (2010). *Foreign language teaching in U.S. schools: Results of a national survey.*), and Rhodes and Pufahl found that our state is not alone in declining enrollments. The recommendations made in that report would also apply to Oklahoma

(See CALs Statement on the Critical Need for Foreign Language in the US Nov 2010 Supplemental Document I):

- Emphasize the need for high-quality foreign language education and make foreign language teaching and learning a priority in the K–12 curriculum.
- Ensure equal access to foreign language instruction for all U.S. students regardless of income, location, or type of school.
- Encourage and facilitate the establishment of intensive, long-term language programs that enable students to reach a high level of proficiency.
- Support foreign language teaching that begins in the early grades and continues through high school graduation, with instruction being carefully articulated so that each level builds on learning from the previous level.
- Work with institutions of higher education to increase the number of certified language teachers and ensure that they are prepared to provide high-quality instruction.

An important note is that, unlike other states, Oklahoma took steps over twenty years ago in 1990 to implement each and every one of these same recommendations listed above, but now finds itself back at square one since the efforts were not sustained.

Recommendations

The following suggestions are offered to once again put Oklahoma on the path to obtaining 21st century skills:

- Declare world (foreign) languages as a critical shortage area.
- Meet with university personnel responsible for WLOE teacher preparation programs to discuss teacher recruitment and to find solutions to teacher shortages.
- Examine and promote program models that allow for efficient use of time and resources.
- Avoid the mistake of assigning WLOE teaching responsibilities to those who do not have the means to deliver the instruction.
- Create a means to identify which schools offer languages, what languages are offered, how much instructional time is given, and who the teachers are (especially at the elementary level).
- Starting with the secondary programs, develop a means to recognize exemplary programs. SDE could partner with OFLTA to recognize these high-quality programs.
- Convene a committee of all stakeholders to create a realistic timeline to implement regulations, make any suggestions for change, and create a system of accountability.
- Promote full immersion programs such as those at Eisenhower International School and Zarrow International School in Tulsa, and the partial immersion programs at Jenks' Sino Trojan Academy and the latest addition at Ronald Reagan Elementary School in the Norman Public School District.

- Continue to seek solutions to full certification for Native American languages as well as elementary immersion teachers.

Thank you for allowing me to share my thoughts about world language issues in Oklahoma and make these recommendations. I look forward to the benefits world languages can bring to Oklahoma students and our society in general.

Supplemental Document A

Policy 3.21.4

E. Teacher preparation programs at the preservice level shall require that teacher candidates demonstrate listening and speaking skills at the novice-high level, as defined by the American Council on the Teaching of Foreign Languages, for a language other than English, including American Sign Language. The assessment for such competency may occur at any point in the teacher candidate's program and does not require specified course work or credit hours except as may be required by the institution.

<http://www.okhighered.org/state-system/policy-procedures/2012/Chapter%203-October%202012.pdf>

Supplemental Document B



SANDY GARRETT
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA

May 13, 2010

Mr. David Goin, Superintendent
Edmond Public Schools
1001 West Danforth Road
Edmond, Oklahoma 73003-4801

RE: Foreign Language at the Middle School Level

Dear Mr. Goin:

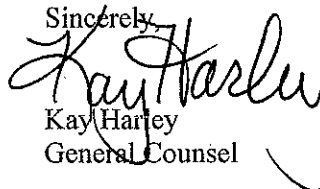
Superintendent Garrett asked that I provide a legal opinion regarding whether school districts must provide and students must take foreign language at the middle school level. In order to determine whether foreign language is a required subject for middle school students in Oklahoma, I have reviewed the relevant law as well as the rules of the State Board of Education.

Title 70 O.S. § 11-103.6 mandates that students study various academic curriculum including language and that all students gain literacy at the elementary and secondary levels through a core curriculum. The State Board of Education adopted the Priority Academic Student Skills (PASS) for grades K-12 as the core curriculum for Oklahoma students. The PASS rules at OAC:15-3-133 require that foreign language be taught to students in grades K-12. The PASS skills provide "For those districts who have not chosen to implement a sequential, articulated language program in K-3, Grade 4 is the beginning of a required sequential language program in Oklahoma schools through which all students begin to develop proficiency in a language. By the end of the Grade 4-8 program sequence, students should demonstrate proficiency as described by the Novice Level progress indicators listed in this document."

Based on the law and the rules of the State Board of Education, foreign language is required to be taught in Grades 4-8 and is therefore a requirement for middle school students.

If you have any questions, please feel free to contact my office at 405-521-4890 or Dr. Sharon Lease at 405-521-3333.

Sincerely,


Kay Harley
General Counsel

mje

cc: Brenda Lyons
Sharon Lease
Steven Huff

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Supplemental Document C

Cultural barriers present risks for Oklahoma businesses

By Martin Piplits - Your Business Coach

Published: February 21, 2010

There is no disputing that we live in a global world. New technologies allow for instant communication, removing geo-graphic barriers. So it's easy to forget about the cultural barriers, and as a result, misunderstandings are becoming more frequent. These errors are not only costly, but can also severely damage a company's reputation.

There are two main areas where companies make these types of mistakes, thereby creating significant business and financial risk for themselves.

The first area is the marketing of products and services in foreign markets. Mistakes of this nature are particularly dangerous because a company's brand is at stake. For example, introducing a car called "Nova" to the Spanish market had unintended consequences — "no va" in Spanish means "doesn't go." With more foresight and cultural awareness, the company could call the car something else, such as "Nuevo" (translation: new).

The second area is the management of supply chains and other lateral business relations. These types of miscommunications often result in costly delays and redesigns. The issues Airbus faced with the launch of the A380 were exaggerated by cultural missteps, costing the company a great deal of time and money.

You don't have to live abroad to see that cultural barriers can quickly become a major risk for any company.

E-mail and telephone conversations with foreign business associates can be even more risky than communicating in person, as you do not have visual feedback.

In fact, when dealing with foreign partners, face-to-face contact is one of the most critical elements to effective communication as facial expressions and nonverbal signals provide information, which if correctly interpreted, offer valuable insight into what is really being said. This is especially important in high context cultures like those found in many Asian and Middle Eastern countries.

While living in a foreign country is the best way to learn and understand foreign cultures, much can be done at home to lower cultural barriers.

The study of history, language and philosophy are good starting points to understanding a foreign culture. Performing arts are an invaluable way to develop a deeper understanding and appreciation of a society, its people, its values and its driving evolutionary forces.

These fundamental cultural intelligence principles are crucial.

It is important to realize and appreciate the uniqueness of foreign partners' cultures while facilitating their understanding of yours.

Your Business Coach is a weekly column produced by The Persimmon Group, which offers practical, results-oriented advice for business professionals of all disciplines and business owners across industries.

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http://www.newsok.com/cultural-barriers-present-risks-for-oklahoma-businesses/article/3441084?custom_click=pod_headline_local-financial-news#ixzz0gTGyuzTn

Supplemental Document D

NEA: National Education Association

Great Public Schools for Every Child

October 2008

neatoday

World Languages

Finding Our Way with Words

Adapting to the Global age means having a voice in it. Can America's schools break the language barrier?

By Amanda Litvinov

What does it say about America that we are the only industrialized nation that routinely graduates high school students who speak only one language? Frankly, it says that if you want to talk to us—to do business with us, negotiate peace with us, learn from or teach us, or even just pal around with us—you'd better speak English. The fact that we're woefully behind in world language skills has long registered somewhere between, "Hmmm," and "Yeah, so?" on the national priority gauge. (Compare that to our panicky responses to indicators that we're not on top in math and science.)

"The norm is still either no foreign language or two years in high school," says Marty Abbott, director of Education at the American Council on the Teaching of Foreign Languages. The Council's most recent estimates show enrollment in foreign language programs in the United States at about 30 percent for grades 7–12, and just 5 percent for elementary students.

But the English-only-is-OK attitude may be on the way out. A series of wake-up calls relating to national security, diplomacy, and economics—for example, the scramble to find Arabic translators after 9/11 and the struggle federal agencies faced aiding the Gulf Coast's sizable Vietnamese community post-Katrina—elicited voices of concern from the business community, the Department of Defense, educators, and families, all dismayed by our collective ignorance of world languages and cultures.

These new allies join a long-standing contingent of educators and advocates who say it's high time we change our monolingual ways. They point to dozens of programs and ideas, some new and some not, that show America has not only the capacity to produce multilingual, globally aware kids, but also the responsibility. Their ideas seem to be gaining ground, especially in the past five years, according to Abbott.

That's not to say there isn't resistance.



[Read a Q&A with Marty Abbott from the American Council on the Teaching of Foreign Languages](#)

Presidential candidate Barack Obama hit on some deep-seated anxiety when he remarked in July that we should emphasize foreign language learning from an early age. True, he was applauded by the crowd in Powder Springs, Georgia, just as he was cheered on during a February Democratic debate for saying that "America's continued leadership in the world is going to [rely on] our capacity to communicate across boundaries, across borders, and that's something, frankly, where we've fallen behind."

The backlash from critics went like this: Elitist! He's ashamed of his country!

"Language is a badge of identity, the heart and soul of any culture," says Shuhan Wang, executive director of Chinese Language Initiatives at Asia Society, explaining the impulse to protect the national tongue. "But learning another language builds a bridge, because we're willing to make that effort to relate to another people."

In the very near future, making that effort will not be optional, to hear some of the nation's top economists, academics, and business leaders tell it.

"The U.S. will become less competitive in the global economy because of a shortage of strong foreign language and international studies programs at the elementary, high school, and college levels," the Committee for Economic Development stated plainly in a 2006 report. "Our diplomatic efforts often have been hampered by a lack of cultural awareness," the report went on to say.

The world is becoming so interrelated, if we don't teach our young other languages and cultural values, says Wang, "We are denying them access to the new world. It is just plain and simple. If we continue to view language learning as for the elite, for the "smart ones," or for the family who can afford to pay for it, we are really widening the gap."



The benefits of globalized curriculum: Fu Min Qian's students will enter the workforce with a working knowledge of Mandarin Chinese.

"W o zou lu qu shang xue," a student responds when he's asked, "How do you get to school?" I walk to school.

It's a dazzling California Friday, just two weeks until summer break, but Fu Min Qian's 10th/11th-grade Advanced Mandarin class is doing their teenage-best to settle in and review vocabulary.

"Ta kai che qu shang ban." She drives to work. They sometimes giggle when Qian exaggerates the intonation for them; then they mimic it successfully.

Thirty years ago on this site in South Gate, Oldsmobiles and Buicks rolled off the line at the General Motors plant. What they build here now at the International Studies Learning Center (ISLC)—a public magnet school for grades 6–12 established in 2004—are global citizens. French, Chinese, Japanese, and Spanish are on the list of options at ISLC, whose students

are 99 percent Hispanic, with 63 percent qualifying for free or reduced-price lunch.

South Gate doesn't share the crime stats and gang activity that plague other South L.A. neighborhoods, but it's battling a disturbingly high dropout rate (the Los Angeles Times has reported the graduation rate at South Gate Senior High is between 55 and 65 percent).

That's precisely why Asia Society's International Studies Schools Network established a school here and in 12 other low-income, minority communities across the country. Foreign language programs are often among the first things cut by urban school administrators desperately adding math and reading classes to raise test scores.



Glastonbury High School's exchange programs let students learn about another culture first-hand. Above, a group of Glastonbury students and their Russian hosts in St. Petersburg.

"It's time to reassess what 'basic skills' really means for the 21st century," says Asia Society's Wang. Within five years, the network expects to add up to 30 more schools, all providing a globalized curriculum with language learning at its core to prepare students "for college, the changing workforce, and a lifetime of learning as 21st century global citizens."

Back in Qian's classroom there's a scramble for laptops and flash drives for what's clearly the students' favorite activity: sharing their PowerPoint presentations about their families.

"My sisters are pretty," says Sandybell Mendez in Chinese, tucking her long dark hair behind her ear.

"But I'm the prettiest!" she declares as pictures of the three, all beautiful, appear on the screen.

"Learning another language gives you self-confidence, and the teachers here really support you," she says. Like many of South Gate's students, Sandybell already speaks English and Spanish, so she is working on a third language.

Her classmate, Kimberly Vargas, plans to go to Stanford and eventually operate her own business—but, she's quick to add, that'll be after she's lived in China for a couple of years. She earned a spot on a three-week study program to China last year that not only advanced her language skills, but left her enthralled with the country.

Qian smiles when asked about the differences between his American students and those he taught math and physics in China for more than 20 years. Even with classes of more than 100 students, "you could hear a pin drop." His American students? "Much more...active."

He came to the United States because he knew there was a need for math and science instruction, and he took up the opportunity to start up the school's Mandarin language program.

Enjoying community support and a devoted staff, ISLC will graduate its first class of seniors this spring. Each year the school has averaged a 95 percent attendance rate, and the number of student suspensions fell by more than half even as the student population more than doubled in the first three years.

"It's a special community for teachers, and of course for the students," says principal and former French and Spanish teacher Guillermina Jauregui. "You can practically see their ideas about the world growing before your eyes."

In 1957, the wakeup call was Sputnik. The flurry over America's falling behind, evidenced in the Soviets' successful satellite launch, not only marked the beginning of the space race, but resulted in numerous math and science initiatives and Russian language programs. One that still thrives today is in Glastonbury, Connecticut, a small school district that has what amounts to star status when it comes to teaching world languages.

"We have visitors on a monthly basis come see our language program, from other states and other countries," says Rita Oleksak, the district's foreign language director. What they come to realize, she says, is that in making time for foreign language instruction, they're actually gaining an opportunity to reinforce all the other subject areas.

The best case scenario in elementary language instruction, according to experts at the American Council on the Teaching of Foreign Languages, is when world language specialists are on teaching teams, and can incorporate subject matter the students are learning in other classes in their language lessons. Not only will students learn new vocabulary in the target language, but they get to work on the concepts they need to master for other classes, and yes, for high-stakes tests. That's how they do it in Glastonbury, says Oleksak: "We pre-teach, co-teach, and post-teach what's going on in the elementary classroom."



Janet Eklund in Russia? Nope, at a church in Hartford where her students enjoy Russian cultural activities.

That's exactly the kind of planning behind this Chinese lesson for first-graders at Fairhill Elementary in Fairfax, Virginia: The class reads *The Very Hungry Caterpillar* all in Chinese (after just nine months of lessons, twice a week for 30 minutes!), then do activities using a SMART Board. The kids reason out what you get when you add three butterflies plus four butterflies: Seven, yes, but really it's practice in Chinese and math, as well as a reminder that caterpillars turn into butterflies.

They jump into immersion lessons in Glastonbury, too, with all first-graders entering a Spanish class taught entirely in the target language. In sixth grade, they have the option to switch to French; in seventh grade they can add Russian; and in ninth grade they can take on Chinese, Latin, or Ancient Greek. Foreign language is a requirement in grades one to eight, and becomes elective in high school—where an impressive 95 percent of students continue to study a language, and 30 percent study more than one.

"The fact that our students study a language from grade one not only teaches them how to

learn languages, it gives them the mindset that languages are just as important as any other subject," says Janet Eklund, now in her 20th year at Glastonbury, where she's one of two Russian teachers. "When we survey [students] about whether they'll continue their language studies, I hear them say, 'Of course, why wouldn't I? I've always taken a language.'"

The school's exchange programs (to Russia, France, Spain, and now China) provide a practical incentive and lots of language practice in the weeks the Glastonbury students spend living with families overseas and hosting students from abroad in their homes and classrooms.

"Our students and their families get to explore cultural differences first-hand," says Eklund. She recalls one Glastonbury family who had a hard time convincing their Russian guest that they owned their home, so sure he was that the U.S. government had given it to them in order to host him. "Back then, the Soviets really didn't know much about how different the role of our government was from theirs," says Eklund. You don't get to have those conversations with a tourist's "Where is Red Square?" language skills.

What the teachers at Glastonbury see—and their visitors frequently comment on—is the highly developed sense of empathy their high schoolers display. And that's as promising for the prospect of world peace as for the future workforce. "All along, we're working to make them not just language proficient, but culturally aware," says Oleksak. "We always remind them that they have to learn more than just the words to relate to people from other cultures."

Eklund has heard from scores of graduates how deeply their language study affected them. "Student after student writes to say these exchanges really changed their outlook, their understanding of the world, and their plans for future studies," she says.

"One of my favorite Russian expressions is, *Vek zhivi, vek uchis'*: Live for a century, learn for a century. We want our students to see themselves as lifelong learners. Like the best learning, acquiring a language is a lifelong process."

Right now, districts like Glastonbury—with an articulated, sequential program spanning grades 1–12, state-of-the-art language labs, and all the support an administration could give—are the exception. Despite the many great efforts out there, like the International Studies Schools Network, such programs are still isolated.

But for every district that reports cutting languages because of the pressures of the No Child Left Behind law, it seems another announces it's establishing an elementary language immersion school or launching a new program in Mandarin Chinese. In fact, a study by The College Board shows the number of school districts offering K–12 Chinese language programs increased from 263 to 779 between 2004 and 2008. That 200-percent growth is due in part to President Bush's 2005 National Security Language Initiative, which funds programs in languages now deemed "critical." The upside is that government is becoming more involved in promoting language study. The downside is that some districts can't support "old-school" languages, like German and French, if the grant money is only supporting Chinese, Arabic, Farsi, Russian, and Korean.

Asia Society's Shuhan Wang cautions against a "language of the month" approach for districts working to build their language programs. It's more important, she says, to build on

community resources and to do what you can to make language learning real-world and relevant to them.

"There's a Chinese saying, that if three people pass by, one of them is your teacher. We learn from just about every experience we have," says Wang. "Then we make sense of it through our language."

MORE RESOURCES

[Asia Society](#) offers a comprehensive advocacy site for international education. Access recent reports and papers, federal and state legislative updates, and news on education and global competition.

[The Center for Applied Linguistics](#) has resources on its Web site especially for preK-12 teachers. The Center is currently updating its National K-12 Foreign Language Survey. Conducted every decade, the report is expected to be released in August 2009. Check out CAL 's useful FAQ page www.cal.org/resources/faqs/index.html.

[The Committee for Economic Development](#) pushed for improved foreign language instruction and cultural awareness in its 2006 statement "Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security." Our competitiveness in the global economy depends on our students' abilities to interact in the world community.

One of the features of [The Joint National Committee for Languages and the National Council for Languages and International Studies](#) (JNCL-NCLIS) Web site is a complete rundown of pending legislation that would affect world language instruction. That legislation includes:

- National Foreign Language Coordination Act of 2007, to establish a national foreign language strategy, in consultation with state and local government agencies; academic sector institutions; foreign language related interest groups; business associations; industry; heritage associations; and other relevant stakeholders.
- NEA supports the Foreign Language Education Partnership Program Act (H.R. 2111), introduced in 2007 "to provide incentives for developing and maintaining model programs of articulated foreign language learning from kindergarten through grade 12 that increase the number of American students graduating from high school with an advanced level of proficiency in at least one foreign language; and to widely disseminate information on the model programs that demonstrate success."
- The Foreign Language Education Expansion Act (HR 1718), introduced in March 2007, would provide additional student loan forgiveness to teachers of foreign languages.
- Senator Paul Simon Study Abroad Foundation Act of 2007 (HR 1469), passed by the House in 2007, would increase funding for study in nontraditional study abroad destinations, to U.S. students.

The Modern Language Association focuses on high school and college level foreign language instruction. A fun feature for all language learners is [MLA's interactive map](#) showing where speakers of particular languages are concentrated in the United States.

If you're looking for in-depth information about national policy regarding foreign languages, go to the [National Foreign Language Center](#) Web site. NFLC also administers the STARTALK summer language program for high school students and training programs for teachers of Arabic and Chinese.

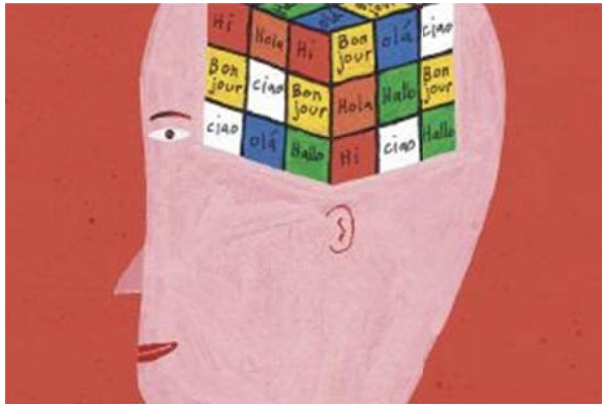
Supplemental Document E

THE CHRONICLE

of Higher Education

April 18, 2010

English Is Not Enough



Linda Helton for The Chronicle

By Catherine Porter

Many Americans have come to believe, consciously or not, that it's just too hard to learn a second language. We typically wait until early adolescence to introduce schoolchildren to their first foreign language. We start with small doses and don't usually offer, let alone require, extended sequences. Our teachers have often had a late start themselves and don't always have much opportunity outside the classroom to extend their own language skills. Articulation between high-school and college foreign-language programs is haphazard at best. College students often perceive language requirements as obstacles to be avoided or impositions to be endured.

Thus, generation after generation, our society produces large numbers of adult citizens who have never tried to learn another language or who see themselves as having tried and failed. Is it any wonder that as a society we think it's not worth the effort and expense to make foreign-language study an essential component of the public-school curriculum?

But the result is a devastating waste of potential. Researchers in a wide range of fields increasingly attest to the benefits of bilingualism. Students who have had an early start in a long-sequence foreign-language program consistently display enhanced cognitive abilities relative to their monolingual peers—including pattern recognition, problem solving, divergent thinking, flexibility, and creativity. After the first three or four years of second-language instruction, those students perform better on standardized tests, not only in verbal skills (in both languages) but also in mathematics. They demonstrate enhanced development in metalinguistic and critical thinking: They can compare and contrast languages, analyze the way language functions in different contexts, and appreciate the way it can be used for special purposes, like advertising, political propaganda, fiction, or poetry. In short, they have a decided edge in the higher-order thinking skills that will serve them well as college students and citizens.

What accounts for such remarkable benefits? Does foreign-language study itself have an impact on brain physiology? While there is still a lot we don't know, intriguing clues are emerging. Experiments have shown, for example, that foreign-language study increases brain density in the left inferior parietal cortex. Research also suggests that bilingual people process languages differently than monolingual people do. They may take fuller advantage of the neural structures involved in cognitive processing. They appear to have a greater ability to shut out distractions and focus on the task at hand. Demands that the language-learning process makes on the brain, like other demands that involve encountering the unexpected, make the brain more flexible and incite it to discover new patterns—and thus to create and maintain more circuits.

The effort involved in learning and controlling more than one language may even "train the brain" in a way that slows down the losses that so often come with aging. Indeed, one recent Canadian report indicates that dementia may be delayed by as much as four years in bilingual adults who use both languages regularly. Virtually all "brain fitness" experts include foreign-language study among the activities that may help delay the onset of dementia.

Although it is never too late to begin or resume foreign-language study, in principle adults can choose whether or not to pursue it, while the children in our society must depend on us—on school boards, state legislatures, federal agencies, educational organizations—to create contexts in which foreign-language learning can and will occur. Given the enhanced cognitive capacities attributable to bilingualism, we should do whatever it takes to make

those advantages available to all children, especially now when the perception is growing that Americans are being outperformed in the international arena on several measures of educational attainment and are at risk of losing a crucial competitive advantage. On the worldwide scale, we are decidedly lagging behind in foreign-language education: According to a survey by the Center for Applied Linguistics published in 2000, presecondary foreign-language study was offered in all of the 19 countries responding and required in 15 of them.

It is true that English has become a lingua franca in many parts of the world and may suffice for superficial transactions in touristic situations. But English is not enough for exchanges in diplomatic, military, professional, or commercial contexts where matters of consequence are at stake. Whether English-only speakers are dealing with counterparts who speak their language well or working through interpreters, they are always at a disadvantage. They risk violating social taboos, tend to miss subtle verbal and nonverbal cues, and cannot follow side conversations. In general, they are far less equipped than their bilingual or multilingual interlocutors to put themselves in others' places or to figure out where others are "coming from," what they are "getting at," or even trying to "get away with." In many circumstances, the cultural knowledge and understanding that comes with mastery of a second language is a prerequisite for being taken seriously.

In an op-ed piece in *The New York Times* last fall, Thomas L. Friedman cited a businessman, Todd Martin, who said that "our education failure is the largest contributing factor to the decline of the American worker's global competitiveness." Friedman went on to say that schools need to send forth students who not only have adequate skills in reading, writing, and arithmetic, but who also demonstrate creative problem-solving abilities. Every child whose ability to think critically and creatively is increased by the boost in cerebral capacity from sustained foreign-language study is a future adult who may bring new perspectives to the daunting problems facing our globalized world—climate change and economic stability being just two examples. Producing a truly multilingual citizenry would give us a vast pool of people who can function in at least two languages and learn others quickly. With the enhanced intercultural awareness that comes with second-language acquisition, Americans could interact with more sensitivity and insight in multicultural contexts.

Studies suggest that the ideal "window" for introducing a second language extends from pre-kindergarten through third grade, partly because of the well-known plasticity of young brains but also because, as with a first language, extended exposure is needed for full

mastery. Yet according to a report from the Center for Applied Linguistics, the number of elementary schools in the United States that offer any foreign-language study decreased from 31 percent to 25 percent between 1997 and 2008. The report's executive summary concluded: "When legislators, administrators, and other education policy makers recognize the need to incorporate foreign languages into the core curriculum, the necessary funding and other resources will follow."

Professors of modern languages, including English, should be among the first to recognize that need and embrace the challenge it entails. Imagine a context—one we could create in less than a generation—in which most entering college students arrive with 12 or 13 years of sustained, serious foreign-language study behind them. Instructors of foreign literature and languages would find students prepared for advanced work if they chose to go on in the same language or efficient and motivated learners if they chose to start a new one. English literature and composition instructors would find that their students had a comparative grasp of the structures of the English language, an informed appreciation of its capabilities and limitations, and an approach to their subjects nourished by prior experience with literary texts from a different tradition. All instructors would find their students experienced in thinking and talking about language and culture as such, and accustomed to stepping outside their own systems to compare and contrast as well as perform other tasks that we commonly associate with critical thinking.

Experience with more than one language reinforces the insight that language is a vehicle of expression and representation deployed by speakers and writers as they construct their own worlds. Each language does the job differently, puts into play its own approach to filtering perceived realities and its own tools for individual expression in a language-structured relation to those realities. To experience the contrast of differing languages and their distinct expressive resources is to learn valuable lessons in humility, tolerance, and sensitivity to other peoples and cultures.

Bilingual people use multiple lenses to view the world; their horizons are widened and their lives enriched by the ability to embrace difference and find enjoyment in the play within, between, and around languages that stepping outside one's mother tongue allows. Few if any intellectual achievements open more doors in the mind, in the heart, and in the world than learning to understand and speak another language. And few produce a more profound or lasting satisfaction—even in the blunders and misunderstandings that arise in the learning process and regularly thereafter. Doris Sommer argues in *Bilingual Aesthetics*

(Duke University Press, 2004) that "living in two or more competing languages troubles the expectation that communication should be easy, and it upsets the desired coherence of romantic nationalism and ethnic essentialism. This can be a good thing." For native speakers of English in the United States, that good thing too often remains the privilege of an elite.

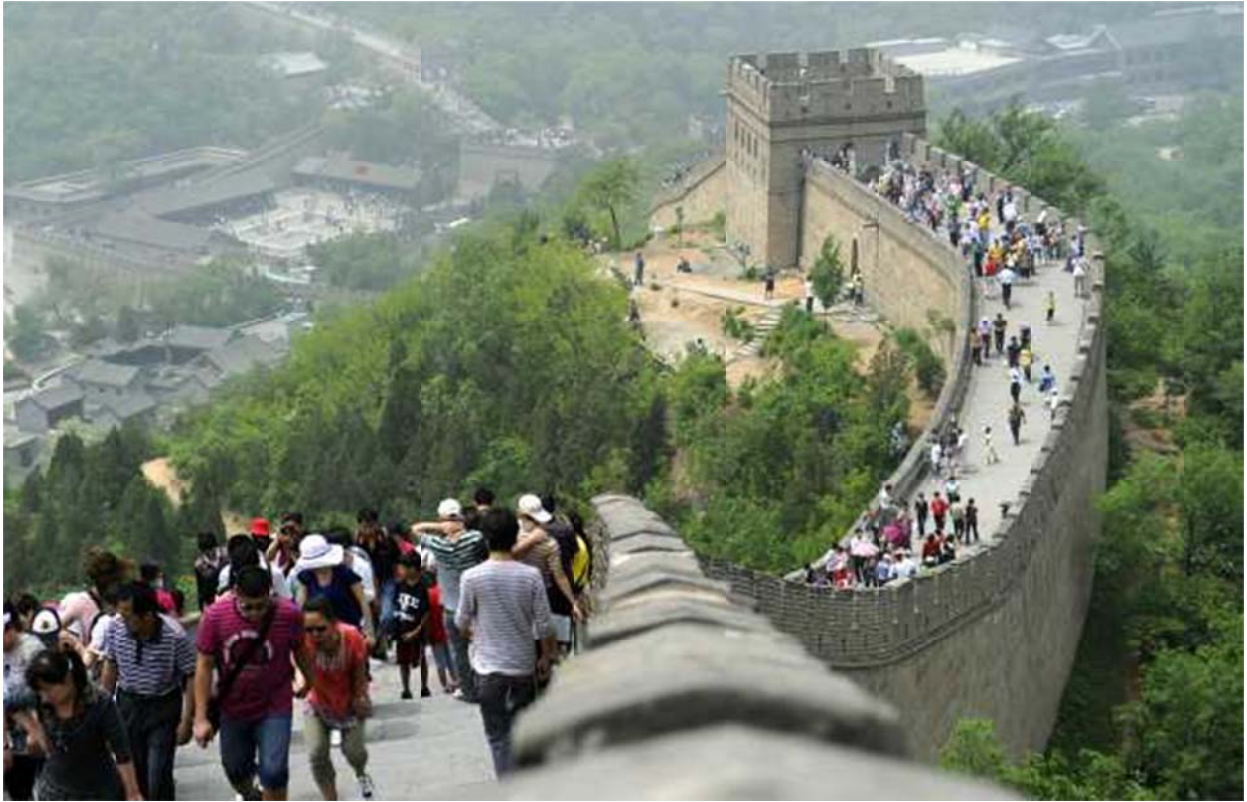
It is time for us to embrace the mandate put forward in the Modern Language Association's report to the Teagle Foundation on the undergraduate major in language and literature. That report asserts decisively that "multilingualism and multiculturalism have become a necessity for most world citizens" and that "all students who major in our departments should know English and at least one foreign language." We should work individually and collectively, locally and nationally, to have foreign-language study included as a core subject in elementary schools throughout the country. We need to make our voices heard in a sustained and vigorous effort to persuade all stakeholders in the American educational enterprise that English, while essential, is simply not enough.

Catherine Porter is a professor emerita of French at the State University of New York College at Cortland and was president of the Modern Language Association in 2009.

Supplemental Document F

Learning to live in a globalized world

BY ROSEANN O'REILLY RUNTE. OTTAWA CITIZEN APRIL 19, 2011



The level of knowledge of the rest of the world is what has changed significantly from even a generation past.

Photograph by: LIU JIN, AFP/Getty Images

In my kitchen you will find bok choy and tofu. In my living room there is a rug from some far-away desert oasis (at least according to the vendor). Have I "gone global?" The answer is "hardly."

The bok choy was grown by my neighbour and the tofu came from a local farm market. The rug arrived on a truck from Markham or Mississauga and I have since seen exact replicas of my carpet in every ad in the newspapers. (Either they were extremely prolific at the oasis or there is a factory turning them out somewhere!)

The level of knowledge of the rest of the world is what has changed significantly from even a generation past. The speed, immediacy and visual impact of reports of world events, the amount of international exchange in terms of markets and employment, and the environmental impact of developments in one nation on the rest of the world, are remarkable and make our increased knowledge essential, meaningful and possible.

Globalization is important to us because our economy is global. To survive and thrive we need to market goods and services beyond our borders. Products are, Thomas Friedman reminds us, created in component parts in various areas, assembled elsewhere and marketed from yet another location. We are globally interdependent in production and globally dependent for successful marketing and distribution. We are adept at calculating the differences in time zones and work periods. We are unlikely to send snow boots to southern nations (unless they are a "hot" fashion statement) and our southern neighbours are unlikely to market flip-flops in Canada in December unless they are targeting "snow birds."

A globalized world is one where boundaries are porous and goods, services, people and products can and do move freely. About 10 years ago, the prime minister of Japan addressed the House of Commons in Canada in English and French. One of the currently most successful comedians in China is Canadian.

These are examples of global citizens and their number is growing. Nonetheless they are in the minority. The majority of Canadians think that China will surpass the U.S. as an economic power but the minority believes that Canadians should learn Chinese.

How many of us saw the recent events in Egypt and Tunisia on television and understood why and how they occurred and spread like wildfire? We all wisely conclude that cell phones and digital media played an important role. We all suspected pump prices would rise before the stories were even filed, just as the price of orange juice increases at the slightest dip in Floridian temperatures.

The fate of one currency affects another. Ships built by one nation, owned in another, rented by a third, carry merchandise from a fourth and when they founder, cause international ecological distress on the shores of many more nations. When people used to say "across the pond," it sounded either affected or affectionate. They were either so wealthy they made ocean crossing a frequent event in their lives or they still reminisced about the land from which they hailed and wished to append their new location to it by metaphorically reducing the size of the body of water between continents. Today, the oceans are more like lakes surrounded by land than distances to be conquered with difficulty.

For better or for worse, our world has shrunk. We know it more and we understand each other with greater consistency.

We share, treaties notwithstanding, our human tendency to compete. We also continue to deplete natural resources and pollute our air and water. Just as profits are spread across national boundaries, so too are the negative by-products of human activities. Despite some blaming shifting winds, nations are accepting shared responsibility to maintain the global environment.

It used to be that people lived and operated mostly in a range of 100 kilometers from home. Today we must prepare youth to operate in a global market, to think in a global forum of ideas, to live in a globally shared space with interdependent markets, economies and cultures.

We must prepare our youth to survive and thrive in the global context. They should be numerate and be able to calculate exchange rates, prices, investment policies and principles. They should be technologically competent -prepared to adapt to and operate the next generation of smart equipment that comes to market. They should be both multilingual and linguistically cognizant of how translation machines can massacre meaning. They should be sensitive to other cultures, understand democracy and other forms of government. They should understand the principles of good governance and management. They should understand the lessons of the past and the fallacy of projecting them on the future.

This sounds very much like the education of a Renaissance scholar. The ideal curriculum for the global citizen shares, in many respects, the same goals and vision as those set out by the 17th-and 18th-century philosophers on whose writings the first school curriculums were based.

When secondary schools do not require math or science beyond Grade 10, some young people will not be able to study medicine or engineering. The same is true of languages. Unless students study them over an extended period of time or intensively, they will never reach the desired level that enables them to communicate effectively. How will we sell in a global world if we cannot convince people in their own language of the necessity of purchasing something they may never have seen or may not know how to use?

In the United States, students finish core courses by the end of Grade 11, and Grade 12 is composed of electives designed and chosen to permit students to raise their averages by taking less difficult courses. Sometimes Grade 12 students only study half a day or half the year. Surely meaningful and validating learning could challenge students to greater achievements while maintaining their interest and saving them from the allure of financial status (spelled most often, c-a-r) acquired when working.

Years ago students had no choice in their academic programs. The curriculum was preset. Then, in the '60s, students revolted, wanting to take over the curriculum and teach themselves. The result was nearly total freedom of choice in curriculum. Then the pendulum swung partly back to the cluster theory. Courses were grouped in clusters and students had to take a minimum in each cluster. Very few courses were specifically required. This resulted in limited anarchy where the most popular selections were often those known to require the least work.

For the States, it would be important to return to a more structured curriculum, which will create the global leader. There can be choices but they must be limited. The structured curriculum could be thematic, including basic required courses.

In Canada, the argument is often made that some people are incapable of learning languages and others, of doing math. If we allow this argument to determine curricular requirements, we will create globally disadvantaged citizens. While everyone has different abilities and talents, if we speak one language and can learn new vocabulary words, we can learn a second. The same is true of math. Some people can easily read a map and orient themselves. Others have difficulty but can learn adaptive strategies. Thus everyone need not be a mathematical genius, but everyone should be equipped to solve the problems she/he will inevitably face in a global world.

The strong link between education and economic success both for individuals and nations is obvious. The link between a global education and life in a global world is key to the future.

Roseann O'Reilly Runte is president of Carleton University.

Supplemental Document G



THE LANGUAGE FLAGSHIP

Creating Global Professionals

**WHAT BUSINESS WANTS:
LANGUAGE NEEDS IN THE 21ST CENTURY**

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 seeks to graduate 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.

www.TheLanguageFlagship.org

Susan J. Duggan, Ph.D., Senior Strategist
The Language Flagship, National Security Education Program
Washington, DC 2009

INTRODUCTION

The Language Flagship, an initiative of the National Security Education Program (NSEP) at the U.S. Department of Defense, has undertaken one of the most systematic efforts, to date, to assess and understand the needs for global skills in business. Over the past three years, this effort engaged more than 100 business leaders to identify the role and value of languages and cultural skills to business' bottom line. Of equal importance, it identified a potential role for business as an integral part of a dynamic that will bring significant change to language education in the United States.

In the face of strong perceptions that English is — and will continue to be — the lingua franca of international business and that most companies address their language needs through creative “workarounds” (hiring in-country nationals and using translators), Flagship sought to delineate the actual needs of business for an American workforce with global skills including advanced language proficiency. This also included domestic business dealings with a multilingual workforce and/or clientele. We were impressed to learn of a real need, and real opportunity costs, as well as a call for more systematic discussion of the role and value of language skills, not only within the business sector but throughout American education and society.

During 2008, Flagship brought together 38 representatives from a broad cross-section of the U.S. business community to participate in a Metro Language Series in San Francisco, Seattle, New York, and Washington, D.C. These sessions gleaned insights about the value and role of global skills in business success. This series was an important next step to an inquiry begun in 2006 with the development of three state-focused Language Roadmaps designed to address the economic and social imperatives for a globalized workforce at the state and local level. The Roadmap efforts — in Ohio, Oregon, and Texas — convened more than 70 business leaders whose input was critical to the development of strategies and policies responding to identified needs for language education.

Participants in both the Language Summits and the Metro Language Series brought a broad range of experience to these sessions, not only in terms of their responsibilities but in the breadth of industry sectors they represented. Business sectors included the hotel and travel industry, food services, high technology, transportation and shipping, aviation, banking, law firms, engineering and industrial development, waste and water management, international business development, automobile industry, and a number of economic development agencies. Participants represented views from research and product development, marketing and branding, international business development and sales, financial and legal services, domestic workforce management, large-scale project management, and corporate human resources.

WHAT BUSINESS WANTS: KEY FOREIGN LANGUAGE NEEDS IN THE CORPORATE SECTOR

Develop New Business and Keep it

Losing potential or actual business because of misunderstandings through language and culture can cost a company millions of dollars. Deals lost because of lack of understanding on both sides result in loss of return on investment in the business infrastructure overseas, actual business revenue loss, and loss of an important perception of “competitive edge.” Developing new business, especially negotiating complex arrangements, increasingly requires a full knowledge of the language and culture of the region. Only one participant in these sessions claimed that it was relatively easy to continue to sell his company’s products in Asia by only using English.

What of business opportunities that are never discovered? Without language skills companies miss business opportunities announced in local media or from local government communications. Elisabeth Lord Stuart, Operations Director of the U.S.-Algeria Business Council, pointed out that several of their client/member companies that do not have French or Arabic language capabilities on staff often miss Algerian “requests for proposals” that are written in French and/or Arabic. She remarked, “The lack of language skills among U.S. businessmen is an enormous barrier to increasing greater U.S. participation in overseas markets.” Without appropriate language abilities in house, companies miss formal proposals and informal leads for business they could deliver overseas. Non-U.S. companies vie for international business and often have language skills to surpass American businesses.

On the domestic side, new business is lost or delayed because of lack of language skills to negotiate the deals. As an example, business participants in Texas noted a 10-year delay in getting Toyota to open up operations in Houston. An economic development

organization in the state of Washington noted losing revenues into their region because of the inability to translate training contracts and curricular materials into Chinese and other languages for professional-level education of students from abroad. The Port Authority of New York expressed concern that without language skills on staff they might lose business to other airports that could accommodate international clients more easily.

“The lack of language skills among U.S. businessmen is an enormous barrier to increasing U.S. participation in overseas markets.”

ELISABETH LORD STUART, OPERATIONS DIRECTOR,
U.S.-ALGERIA BUSINESS COUNCIL

Avoid Mystery Pain — Negotiate Solid Agreements:

Language skills, usually at a very high level, are needed for successful business negotiations, be it for structuring the specifics of a contract or memorandum of understanding or for establishing guidelines for supplier processes. Poorly structured agreements, resulting from not understanding the legal terms in another language, carry “mystery pain” (colorfully coined by one participant) into the future when companies finally realize the errors in the language of the contract to which they had agreed. The “pain” can be even more acute in countries where government oversight of business and legal operations is not very high.

Serve Clients, Customers and Partners Well

Lack of trust in business relationships reduces or precludes revenues. Developing trust with clients and overseas partners requires advanced language and cultural skills. Higher proficiency in the language produces better relationships and moves that development time along more quickly than lack of language skills. A representative of Federal Express pointed out that their international customers expect the regulatory information in the FedEx database

to be in their own language. Without that linguistic connection, there is loss of trust in the data, resulting in a lack of business-generating revenues. The same holds true for maintaining good in-country partner relationships, particularly since a corporate partner often services in-country customer needs. If communications with business partners are not on target, companies find themselves in a position of being overcharged and underserved, and potentially alienating their own customers.

“Companies need a whole ecosystem of understanding among their customers, local communities, and partners in order to develop or promote a successful local product. Advanced language skills provide the foundation to trusted relationships with customers, communities, and partners. With those skills we are able to enhance and maintain our connection with current markets and develop new ones fully aware of local customer needs and requirements.”

HERMAN USCATEGUI, DIRECTOR OF GLOBAL STRATEGIC
INITIATIVES AND INTERNATIONAL BUSINESS DEVELOPMENT,
STARBUCKS COFFEE COMPANY

Businesses servicing multilingual customers in the United States expressed concerns about having appropriate language capabilities on staff. For banks, this means having bilingual tellers who can provide service to growing immigrant communities dealing with complex issues of financial planning. For transportation and delivery companies like UPS, FedEx, and DHL, drivers need basic-level language capabilities to communicate simply but effectively to customers receiving packages. However, their customer service representatives need higher levels of language proficiency to handle complex matters of tracking services and regulatory issues.

Companies face challenges in educating clients about services and specifics of a product when they lack language skills. Using interpreters for client and product training is not as productive as explaining it directly. Some clients require training materials

in their native language. Misunderstandings or mistakes in conveying that type of information cost time, relationships, and money.

Succeed with External Communications in other Cultures

Successful businesses recognize the need to be accurate — culturally and linguistically — in their international marketing campaigns as well as in their marketing efforts to domestic multilingual communities. “Translating” well-known American brands overseas challenges companies looking to enter diverse markets with a variety of cultural traits. The concept of developing customer loyalty requires knowledge of and sensitivity to the host culture at a high level. The potential loss of trust — and commensurate loss of business — underscores the importance of a full knowledge of the language and culture for external communications, marketing, and branding, as well as for handling government and media relations. Several participants expressed that there is a laziness that pervades communications throughout American society; but that communication is key to developing trusted relationships in other cultures. Advanced knowledge of languages and cultures of the country and community is necessary to successful external communications. This supports brand awareness, marketing, and sales for small, medium, and large companies alike.

“With more than 3,300 hotels around the world, the Hilton Family of Hotels is continually growing,” said Eileen Hanson, Vice President of Marketing Communications and Strategy for Hilton Hotels Corporation. “As we expand our international development efforts, we continue to explore refreshed marketing strategies and communications that are relevant and appropriate for new audiences, and further global interest in the Hilton Family of Hotels and the Hilton HHonors loyalty program. To do so, we need talent with a sophisticated knowledge of the languages and cultures of the regions we are working in.”

Manage Cross-national Projects and Sales with Efficiency

Many businesses need to manage cross-national projects involving major building initiatives or product development. Without language skills managers lose clarity in communications. Poorly managed teams cause delays in production schedules, loss of productivity, and wasted materials. This hurts the bottom line. Companies constructing factories, military installations, or industrial complexes in particular noted the seriously large costs when delays — based on misunderstandings of contracts, work orders, and management issues — affect production. These companies have to absorb the cost of materials that are wasted on big projects that begin but do not get finished due to misunderstandings of language and culture.

“Our efforts are about more than just building up workforces in various geographies; we have to be able to work seamlessly across the enterprise, regardless of location. That requires us to overcome any language barriers that exist between workers in different geographies. Without the ability to communicate clearly, concisely, and effectively in both directions, significant risks begin to enter the equation, including lower quality, lost productivity, and increased training costs. By addressing these needs early on, companies like ours can see a significant financial impact with global initiatives.”

JEFF STANDRIDGE, VICE PRESIDENT OF GLOBAL WORKFORCE MANAGEMENT AT ACXION CORPORATION

Efficient time management affects all businesses. A U.S. manager overseeing his production teams in Poland explained the loss of productivity when they fail to communicate fully with their production workforce in Poland, a workforce that is generally meant to save the company money. The savings evaporate because of delays in production and waste of materials resulting from lack of clear

communications. It affects their company on a tactical level, it affects the training of their workers, and it has a daily negative effect on their efficiency of production. Time is lost when companies do not comprehend the language, culture, and business context of a new market, whether overseas or in the United States. Companies lose time and money unless they are able to adapt a product to a new market with the linguistic and cultural understanding to make that product and its marketing campaign work efficiently and effectively. Businesses also lose time dealing with misunderstood regulatory issues that delay full usage of a company’s services and products.

Win the “War For Talent”

Inability to staff appropriately — with the right language skills and in a timely fashion — results in loss of business. Losing good talent because of lack of management support and inability to communicate in the employees’ language costs a company in the long run. Winning the “war for talent,” as one businessman put it, becomes increasingly important as overseas markets grow, and as domestic clientele with language needs increase. Companies face the cost of training new employees unless they are able to retain them with appropriate support from management. This means communicating effectively in the language and culture of their staff for efficiency of operations and for employees’ full usage of human resource benefits (e.g., retirement plans, healthcare support).

Companies in the United States and abroad often manage employees who do not speak English well, but need to access corporate employee portals that are offered only in English. One company noted that they have online services for their customers offered in 22 languages, but their employee portal is only in English, though they have many service employees who do not speak English well. This means further misunderstandings of regulations and under-use of benefits. Most companies stated that they do their

training in English, but admit that sometimes they feel that some of their employees, in the United States and overseas, do not fully understand the instruction. A Hilton representative noted that the hotel chain currently requires training in English throughout all of their operations overseas, but recently has found it

“Ensuring you attract and retain top talent for a globally competitive company requires an investment in developing cultural awareness and language skills in your current workforce. Hiring managers must possess the skills necessary to recognize and assess this vital combination of global abilities while each day creating and maintaining an open and inclusive environment that is sensitive to a multi-lingual workforce.”

TONY PADILLA, HR LEADER FOR THE 767 PROGRAM, BOEING COMMERCIAL AIRPLANES

difficult to pursue this training in smaller cities where there are fewer candidates with adequate English skills. To bridge that gap to acquiring and retaining good talent, they need to communicate directly in the language of their workforce.

For a company to bring a foreign national with native language skills to the United States costs extra time and money. Increasingly, companies face difficulties in arranging for work visas and realize the downside to the short-term nature of a foreign national’s work situation. Financial institutions in particular noted that they prefer to hire people here in the United States with appropriate language skills — avoiding visa issues, supporting the local economy, and providing for continuity of relationship with local clientele.

Use Translation, Interpretation, and Localization Judiciously and with Caution

Most businesses dealing overseas do need language skills for translation, interpretation, and localization of products and services. Translation of technical documents, working manuals,

requests for proposals, and contracts top the list. As U.S. businesses, large and small, look to build relationships around the world, they face the potential pitfalls of having a translator (often from a third party) be such an integral part of their business or client relationships. Specifically, a lack of knowledge of the product; of the technology and processes; and of continuity in relationships with clients, partners, and the corporate team in the United States affects the value of third-party translators. Additionally, businesses underline the high cost of having an outside translator, interpreter, or agency handle key business communications. As one business person noted about using in-country translators, it is a story of how “nothing worked terribly well, and it was all very expensive.”

CURRENT SOLUTIONS FOR BUSINESS’ LANGUAGE NEEDS

How do these companies currently respond to their language needs? They engage third-party help. Businesses engage translators, interpreters, global advertising agencies, and even outside assistance with administration and management of projects and staff. Several small- and medium-sized companies avail themselves of support from internationally-oriented business councils (e.g., U.S-Algeria Business Council) and assistance from state and federal government with trade issues and entering new markets. Beyond that, many businesses opt for identifying a really strong, in-country partner that can assume much of the work locally. Third parties, be they partners or short-term contractors, introduce someone outside of the corporation who often does not know the product, service, or mission of the company. More importantly, third parties often do not establish the long-term trust necessary for successful business relationships.

Some businesses bring foreign nationals to the United States to learn about the company and corporate standards. Acquiring appropriate visas

for long-term workers and bringing their English up to company standards creates problems. Often a company opts for a hybrid solution of having Americans on staff with language skills combined with foreign nationals working locally. Businesses noted that their companies are willing to provide some language training to their employees, but they find it difficult to identify commercial education agencies that will do an adequate job, and local colleges often do not have schedules that easily accommodate working professionals.

CHALLENGES FACED BY BUSINESS: UNDERSTANDING OF LANGUAGE NEEDS BY UPPER MANAGEMENT

Ultimately the challenge remains for these companies to identify good talent with language skills, either Americans or foreign nationals, and retain them for their skills. The lack of understanding and commitment from upper management to recognize the need for language skills internally undermines the support for those skills through improved recruitment of talent and improved compensation plans. Management often considers language skills a “soft” issue, therefore not requiring immediate or concerted efforts for change.

As a separate issue, several participants in this Flagship series noted that English is still an important language around the world and that businesses should require English language training for non-English speakers working abroad and in the United States. However, only one person in the series remarked that he was satisfied with his business dealings in English; and was able to sell product into Asia very successfully relying on his Asian buyers for their knowledge of English.

CHALLENGES TO SMALL- AND MEDIUM-SIZED ENTERPRISES (SMES)

The Language Summits and the Metro Language Series engaged business participants from *Fortune* 500 companies as well as from small- and medium-sized enterprises (SMEs). The set of challenges

for SMEs reflects their relatively small working budgets and inability to engage full-time staff, or even third-party agencies, with language skills. Small- and medium-sized companies should plan from the beginning to budget for language and cultural expertise to be successful in new markets. Realistically speaking, however, they simply do not have the resources and could use help from local, state, and national government agencies and NGOs such as the Trade Development Alliance of Seattle and the Harlem Export Assistance Center in addition to bi-national organizations such as the U.S.-Algeria Business Council. A few small- and medium-sized companies disclosed that they opt to staff up incrementally, rather than committing to full-time staff members with language skills. They noted that this made it hard to build relationships with customers, vendors, and partners overseas due to the short-term nature of the arrangement.

THE IMPORTANCE OF CULTURE

Knowledge of the culture of a country and region is just as important as knowledge of the language. This is an integral part of a skill set not only for global professionals, but for any successful professional operating in a U.S.-based multicultural market. As an example, a company with operations throughout Latin America reported the loss of a multi-million dollar deal because it was not represented by someone who knew the particular country and culture of the potential partner. The employee knew Spanish, but not the culture or the specific business context. The deal blew up and was lost. Lost deals resulting from lack of understanding of cultural traits; as well as lost time, productivity, and trust in business relationships hurts the bottom line. Many businesses have to rely on translations of documents or interpretations by third parties during business negotiations. As a result, they lose many of the nuances of the business culture and professional interactions. With the rise of globalization, more businesses need to be better informed about different religions and cultural symbolism, particularly concerning marketing campaigns.

CURRENT AND FUTURE LANGUAGES OF IMPORTANCE TO BUSINESS

Each region represented in the Language Summits and Metro Language Series had different emphases on languages of importance to the businesses from that area. However, in aggregate, the participants underlined the usage of Chinese, Spanish, Arabic, French (for Africa), Hindi/Urdu, Russian, and Portuguese (Brazil) as the most often needed in their current business activities.

In predicting needs five years from now, most participants noted Chinese. Many expect that it will become the “lingua franca” of Asia in the next decade. Spanish and Hindi/Urdu will take on more importance in the future. Most business representatives agreed that Portuguese, in the Brazilian market, would become increasingly important, as would languages of Eastern Europe as those markets and workforces become more viable for American businesses. Many predicted languages of Southeast Asia to take on more importance (e.g., Vietnamese, Bahasa, Thai, etc.) in the future as these are emerging markets and productive areas for manufacturing.

Participants were divided in their perceptions that English is taking on more importance worldwide. Many felt that the Internet, a great global marketing tool, is currently not, and will never be, dominated by the English language. The presence of languages on the Internet from growth areas such as Indonesia and India highlights the need for businesses to be able to communicate effectively on the Web in a variety of languages and at very high levels of marketing sophistication.

WHAT ROLES CAN BUSINESS PLAY TO EFFECT CHANGE?

During the Metro Language Series we asked the participants about what role companies and individual business people can play to respond to the need for a workforce empowered with language and cultural skills.

Engage Business to Support Advanced Language Education

Identify champions within the business sector to engage in a national dialogue that would make a movement to value language skills in the United States more visible to business and to the educational system preparing students for future careers. Collaborating with business and education, as well as with government agencies, can help effect change throughout the United States. Initiatives such as The Language Flagship should be made more visible to business by offering speeches at conferences (e.g., human resources and management conferences) and leveraging business media. In doing so, Flagship alumnus’ skill levels and accomplishments, as well as Flagship’s high standard of language proficiency, becomes more visible to businesses. Businesses could start immediately by offering scholarship funds for Flagship students to study overseas and by offering internships — in the United States and abroad — that would allow students a professional experience using their advanced language skills.

Improve Communication between the Business Sector and Education

Improve communication between the business sector and education by having business become more proactive in conveying its needs, relative to language and cultural skills, to those in higher education and in the K-12 system. Collaborating with educators will create a “pull” factor to bring students with these language skills into careers in business. Additionally, more communication could affect parents’ and teachers’ knowledge and perception of the important role of languages in business.

Effect Change within Corporations to Value Language and Cultural Skills

Encourage corporate management to perceive language skills as important to business success. Participants called for creating awareness within their corporations of the critical role of languages by underlining best practices and business successes. Revised hiring, compensation and retention plans

that reward those with useful language skills would change their human resources offerings. This would include supporting internal language education and executive leadership programs. Identifying champions within their companies will promote this message to upper management.

Affect Perceptions of the Value of Languages among Students, Parents, and the American Public

Affect the perception of the value of languages in business — and in general — among parents, students, and the public by making the value of it more visible. Talk to parents. Promote success

stories. Bring the “cool” factor of high technology to language education to engage more students. Engage professors outside of language education to counsel students on the value of their language skills in a professional business life (e.g., in engineering, business, medicine, law, etc.). Have students certified for their language skills at the university level without having to be literature majors. Influence public perception about the realities and demands of globalization, while at the same time effecting change on a local level, with families, educational institutions, and individual students engaging in a language education movement.

PARTICIPATING COMPANIES AND BUSINESS ORGANIZATIONS

The following is a listing of all the companies and business organizations that participated in the Metro Language Series (2008) and the Language Summits (2007) sessions.

- Axiom Corporation
- AEP Customer Solutions Centers
- Aero-Mod, Inc.
- Alutiiq International, LLC
- American Systems
- Anadarko Petroleum Corporation
- Athena Marketing International
- Berlitz
- Booz Allen Hamilton
- Bridge360
- Calfee, Halter & Griswold LLP
- Cascade Microtech
- Caspio, Inc.
- CH2M Hill
- CommuniCard LLC
- Coopetition, Inc.
- DotSUB, LLC
- Dynasty Resources, Inc.
- Electrical Geodesics, Inc.
- FedEx Trade Networks, Trade Services
- FEI Company
- General Dynamics Information Technology
- General Motors Corporation
- Globalization Partners
- Grange Insurance
- Growth-Link Overseas Company
- Harlem U.S. Exports Assistance Center/
U.S. Department of Commerce
- Hilton Hotels Corporation
- Htec Systems, Inc.
- IBM
- IBM Almaden Research Center
- International Trade and Economic Development
Division of Community, Trade, and Economic
Development (CTED)
- Knowledge Learning Corporation
- Language Access Network
- Language Learning Solutions
- Language Line Services
- Liebert
- McNeil Technologies
- Merrill Lynch
- Microsoft Corporation
- Nationwide
- Oliva Global Communications
- Oregon Community Credit Union
- Oregon Scientific
- Oregon Steel Mills
- Percipia
- PR Newswire
- Protostar Ltd.,
- Reser’s Fine Foods
- Raytheon International, LLC
- RF Arrays Systems
- Right Management
- Ryder/North Texas District Export Council
- Southwest Airlines
- Starbucks Coffee Company
- Sterling Commerce, an AT&T Subsidiary
- Studio One Networks
- TCS Expeditions
- The Boeing Company
- The Port Authority of New York City
& New Jersey
- The Regence Group
- Trade Development Alliance of Greater Seattle
- TS Tech North America, Inc.
- TZ Medical
- UPS
- U.S.- Algeria Business Council
- U.S. Bank
- Vorys, Sater, Seymour & Pease LLP
- Wal-Mart
- Web Head Group



Supplemental Document H

Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security



EXECUTIVE SUMMARY

As we begin the twenty-first century, technological, economic, political, and social forces have created a new era. Technological advancements and lower trade barriers have paved the way for the globalization of markets, bringing intense competition to the U.S. economy. Political systems and movements around the world are having a profound impact on our national security, as well as on our human security. The increasing diversity of our workplaces, schools, and communities is changing the face of our society. To confront the twenty-first century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students. America's continued global leadership will depend on our students' abilities to interact with the world community both inside and outside our borders.

THE CHALLENGES AHEAD

OUR ECONOMY

As one of the world's most open economies, the United States already faces intense global competition, and new competitors are emerging. Globalization has enabled companies in less-developed countries to compete directly and on a more level playing field with American businesses. Therefore, U.S. companies of all sizes must succeed in overseas markets, which requires having employees with knowledge of foreign languages and cultures, as well as overseas experience.

OUR NATIONAL SECURITY

In the post-Cold War era, non-state actors who tend to speak less-commonly taught languages (which include Arabic, Chinese, Hindi, Japanese, Korean, Persian/Farsi, Russian, and Turkish) are challenging U.S. national security. The FBI and other federal government agencies lack sufficient linguists to translate intelligence information in these critical languages in a timely manner. Furthermore, our diplomatic efforts often have been hampered by a lack of cultural awareness. It is

increasingly important that America be better versed in the languages and cultures of other world regions, particularly the Middle East, so we can present our nation more clearly to the world.

OUR MULTICULTURAL SOCIETY

Today's America is, and will continue to be, characterized by ethnic and linguistic diversity. In many urban, suburban, and even rural school systems, student populations are becoming more diverse. Workplaces and customers also increasingly reflect our multicultural nation, and cultural knowledge has become critical to American businesses. We must educate all of our students about the world; or suffer diminished communication among our citizens and a weaker civic culture.

GLOBAL EDUCATION TO MEET THE CHALLENGES

Most schools have not responded adequately to these challenges of the twenty-first century, and thus many American students lack sufficient knowledge of other world regions, languages, and cultures. Only about one-third of seventh to twelfth grade students—and just five percent of elementary school students—study a foreign language. Few students study the less-commonly taught “critical languages” that are vital to national security. State high school graduation requirements often include only minimal course work in international studies. At the postsecondary level, fewer than ten percent of college students enroll in a foreign language and only one percent of undergraduates study abroad.

CED believes that the international studies and foreign language education of all of our students must be strengthened to prepare today's students to become tomorrow's global leaders.

Summary of CED's Recommendations

International content should be taught across the curriculum and at all levels of learning, to expand American students' knowledge of other countries and cultures.

- International content should be integrated into each state’s K-12 curriculum standards and assessment criteria.
- States should require every high school graduate to demonstrate global literacy. High school graduates should achieve proficiency in at least one foreign language, and demonstrate knowledge of the geography and cultures of major regions of the world as well as an understanding of global issues.
- Congress should enact an Education for Global Leadership Act that provides funds to modernize and globalize the curricula of elementary and secondary schools to help states and school districts design and create curricula with innovative approaches to teaching international content.
- Teachers should receive professional development training to prepare them to teach an international curriculum.
- Colleges and universities should form partnerships with elementary and secondary schools to make available their expertise in international studies.
- Colleges and universities should internationalize their campuses by expanding study abroad opportunities for students and faculty and building institutional commitment to international education.
- Teacher education programs in colleges and universities should include a strong international component.
- Corporations should play a more active role to support education in cross-cultural competencies.

Expand the training pipeline at every level of education to address the paucity of Americans fluent in foreign languages, especially critical, less-commonly taught languages.

- Federal language initiatives should encourage states and local school districts to implement language programs in the elementary grades and offer more advanced language classes in middle schools and high schools.
- Expanding foreign language instruction in elementary and secondary schools, particularly in critical languages, will require increased professional development for teachers and employing the resources of our heritage language communities.
- To encourage enrollment in higher education programs that lead to careers as language professionals, the federal government should support advanced critical language learning

centers and consider incentives, such as loan forgiveness and scholarships.

- To develop a reservoir of critical language practitioners quickly, the federal government should streamline recruitment and training of critical-language and heritage-language speakers.
- University professional programs, such as schools of business administration, engineering, and medicine, should consider incentives to encourage students to pursue high-level foreign language study.

National leaders—political leaders, as well as the business and philanthropic communities, and the media—should inform the public about the importance of improving education in foreign languages and international studies.

- The President should host a White House Conference on Education for Global Leadership. The Conference would bring together business, education, and national-security leaders to assess how our education system—kindergarten through postsecondary—can maintain America’s economic and national security.
- Governors should take advantage of opportunities to educate their citizens about the link between international commerce and jobs in their states.
- Each Governor should convene a high-level review of the state’s K-12 curriculum and standards by business and education leaders to determine whether they reflect global content.
- Business leaders should champion international studies and foreign language education by articulating why Americans need to learn more about the world.
- Private philanthropic foundations should intensify their support for an international perspective in the curricula of our elementary and secondary schools.
- The media should increase coverage of global issues and highlight educational programs that prepare students to become global citizens.

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The complete Policy Statement, as well as other CED publications, is available online at

www.ced.org

Supplemental Document I

CAL Board of Trustees Statement on the National K–12 Foreign Language Survey

November 2010

In the increasingly interconnected world of the 21st century, Americans must be able to communicate effectively in English and other world languages. Yet while countries around the world are implementing language programs that position their students to become multilingual world citizens, results of a recent national report by the Center for Applied Linguistics (Rhodes & Pufahl, 2010) reveal that opportunities for U.S. students to learn a foreign language have declined:

- Foreign language education has decreased dramatically at the elementary and middle school levels over the past decade, erasing gains made in previous decades.
- Public schools are less likely to offer foreign language instruction than private schools. In addition, rural schools and schools with a high percentage of low-income students are less likely to offer foreign languages than urban and suburban schools and schools with more affluent students. Many schools offer no foreign language instruction at all.
- The vast majority of elementary school foreign language programs do not have a goal of high-level language proficiency for their students.
- Articulation of language programs from one level to the next is frequently ill-planned or not planned at all.
- There is an acute shortage of qualified foreign language teachers.

The Board of Trustees of the Center for Applied Linguistics is alarmed by these trends and considers foreign language education in the United States to be in a state of near crisis.

Reversing these trends and meeting the need for a language-competent U.S. citizenry will require a comprehensive long-term strategy that makes language learning a national priority. CAL's Board endorses the report's recommendations, urging those responsible for education policy and practice to do the following:

- Emphasize the need for high-quality foreign language education and make foreign language teaching and learning a priority in the K–12 curriculum.
- Ensure equal access to foreign language instruction for all U.S. students regardless of income, location, or type of school.
- Encourage and facilitate the establishment of intensive, long-term language programs that enable students to reach a high level of proficiency.
- Support foreign language teaching that begins in the early grades and continues through high school graduation, with instruction being carefully articulated so that each level builds on learning from the previous level.
- Work with institutions of higher education to increase the number of certified language teachers and ensure that they are prepared to provide high-quality instruction.

Our nation's capacity to maintain national security, promote international cooperation, compete effectively in a global economy, and enhance our domestic well-being depends on our ability to communicate in other languages and across cultures. It is time to heed the calls for action by countless organizations, business leaders, government agencies, and individuals to acknowledge the well-documented individual and societal benefits of foreign language learning and to incorporate foreign languages into the core curriculum at every level of education and in every community across the nation.

Rhodes, N. C., & Pufahl, I. (2010). *Foreign language teaching in U.S. schools: Results of a national survey*. Washington, DC: Center for Applied Linguistics.