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Statement

of

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Before the

**House Armed Services Committee
Subcommittee on Oversight and Investigations**

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I. Introduction and Background

Mr. Chairman and members of this distinguished committee, thank you for the opportunity to speak with you regarding the University of Texas at Austin's Language Flagships and the Texas Language Roadmap.

The following document provides an overview of study abroad and language enrollment at the University of Texas at Austin. I also provide information on funding for study abroad programs. Section III provides detailed information on the two Language Flagship programs at the University and Section IV provides information on the Texas Language Roadmap.

The University of Texas at Austin is one of the leaders in education abroad and language education in the United States. We have consistently ranked in the top 5 over the last few years in numbers of students studying abroad at doctoral/research institutions, and we are currently ranked 3rd as shown in the Open Doors 2005/2006 report:

Open Doors 2007

Report on International Educational Exchange

Table 27B

INSTITUTIONS BY TOTAL NUMBER OF STUDY ABROAD STUDENTS: TOP 10 DOCTORAL/RESEARCH INSTITUTIONS, 2005/06

Rank	Institution	City	State	Students
1	New York University	New York	NY	2,809
2	Michigan State University	East Lansing	MI	2,558
3	University of Texas – Austin	Austin	TX	2,244
4	Penn State University - University Park	University Park	PA	2,168
5	University of Illinois - Urbana-Champaign	Champaign	IL	1,988
6	University of Minnesota -Twin Cities	Minneapolis	MN	1,981
7	University of California - Los Angeles	Los Angeles	CA	1,966
8	University of Florida	Gainesville	FL	1,926
9	University of Georgia	Athens	GA	1,916
10	Ohio State University - Main Campus	Columbus	OH	1,858

The university teaches a broad range of languages as shown in the following table:

Fall 2006 Language Enrollments at the University of Texas at Austin

Spanish	4442 <i>(216 are graduate level)</i>
French	1319 <i>(94 are graduate level)</i>
German	801 <i>(75 are graduate level)</i>
Italian	580 <i>(7 are graduate level)</i>
Japanese	408 <i>(7 are graduate level)</i>
Chinese	362
Latin	352 <i>(25 are graduate level)</i>
American Sign Language	290

Russian	282 (22 are graduate level)
Arabic	223 (36 are graduate level)
Portuguese	168 (13 are graduate level)
Ancient Greek	147 (50 are graduate level)
Hindi	135 (10 are graduate level)
Korean	109
Persian	87 (4 are graduate level)
Hebrew, Modern	73 (5 are graduate level)
Urdu	54 (5 are graduate level)
Czech	40 (2 are graduate level)
Turkish	38 (1 is graduate level)
Tamil	30 (4 are graduate level)
Vietnamese	29
Yoruba	29
Sanskrit	27 (5 are graduate level)
Dutch	13
Danish	12
Norwegian	12
Serbo-Croatian	12
Malayalam	10
Swedish	10
Bengali	8
Polish	4
Yiddish	3

**** The survey measures enrollments, not the number of students studying a language other than English.**

Source: Modern Language Association

II. Financing Study Abroad at The University of Texas at Austin

General Information:

- Because there are no large funding sources, students must gather financial support from various entities to piece together a financial plan.
- Strategic financing (like Gilman and Flagships putting focus on non traditional locations) is not in and of itself enough to change the American student's overwhelming desire to go to Europe and Australia. Much more will have to change on campuses around the US in order to shift the destination trends. Until that time, more American students will be going into great financial debt to study abroad in traditional locations like France, Italy, Spain and the UK.
- In cases where students are selecting to go to non traditional locations and programs the money available becomes more competitive each year, as even those funding sources are limited.
- Funds for middle income students are perhaps the most challenging; no single or collective scholarship initiative is addressing this issue.

- The University is currently in the process of re-evaluating funding for Study Abroad and plans to provide more institutional support in order to reduce the program costs for students

International Education Fee Scholarship (UT):

Began in 1990

Student leaders worked with the Texas Legislature to allow students to add a \$1-\$3 fee to tuition in order to fund study abroad scholarships for undergraduate and graduate students.

As of Fall 2007, UT has awarded over \$1,790,000 in financial support to undergraduate and graduate students (grad: \$358,083; under: \$1,433,406). Serving over 2100 students (grad: 384; under: 1804).

Undergraduate awards range from \$1000 - \$1500 with approximately a 35% award rate. Graduate awards range from \$1200 - \$1500 with less than a 20% award rate.

Benjamin A Gilman International Scholarship:

Began in 2000

<http://www.iie.org/programs/gilman/stats/Annual%20App%20&%20Award%20Stats%2006-07.pdf>

Requires Pell grant; very small percentage of our study abroad applicants are Pell granted or Pell eligible

In 2006/2007 they had 2195 applicants and awarded 777 students (35% of applicant pool awarded).

Awards are generally \$3000 - \$5000 per student.

New Critical Need Language Supplement, \$3000 per student.

As of fall 2006, UT has had 45 award recipients for a total of \$179,400 (an embarrassing figure when looked at in comparison to other states and institutions of our size and caliber).

Every year UT SAO faces a huge challenge of recruiting students for this scholarship. We have been unable to determine why our number of applicants is low given that UT has approximately 7500 students receiving a Pell grant each year.

Fulbright US Student Program:

Began in 1946

Awarded approximately six thousand grants in 2007, at a cost of more than \$262 million, to U.S. students, teachers, professionals, and scholars to study, teach, lecture, and conduct research in more than 155 countries, and to their foreign counterparts to engage in similar activities in the United States.

The nation's only comprehensive scholarship program for international education.

Freeman-Asia

Began 2000

Since the launch of the program in 2000, Freeman-ASIA has supported almost 4,000 U.S.

undergraduates with their study abroad plans in East and Southeast Asia.
Award amounts range from \$3000 - \$7000.

Coop GOES:

Began in 2002

The University Coop (our campus bookstore) has donated funds ranging from \$100,000 to \$250,000 per year to fund study abroad scholarships for Maymester (short-term faculty led programs) and summer study abroad programs.

2004-2008 Co-op GOES Awards for Maymester courses total \$731,000 for 471 undergraduate and graduate students.

Funding for summer courses began in 2005

2005-2008 Co-op GOES Awards for Summer courses total \$352,000 for 160 undergraduate and graduate students

American Airlines:

Began in 2006

American Airlines gives UT three airline tickets per year. (3 awards / possible, 2000 applicants)

AT&T:

Began in 2007

The AT&T scholarship provides \$120,000 to students studying abroad over the period of three years. In order for these funds to actually impact a student's financial situation we try to ensure that the minimum award is \$2000. If that trend continues, at the end of the contract approximately 60 students will be served.

III. Language Flagships at The University of Texas at Austin

The University of Texas at Austin has received funding for 2 Language Flagship programs from the National Security Education Program. The Hindi Urdu Flagship currently has 15 students and the Arabic Flagship has 39 students. This program is an important source of funding for our brightest students who have an interest in intensive language study.

THE HINDI URDU FLAGSHIP

The Hindi Urdu Flagship at the University of Texas at Austin is the sole Language Flagship program dedicated to this pair of languages. Building on a long history of teaching South Asian languages and cultures at UT, HUF is responding to a newly-perceived national need to change the paradigm of language learning in the US by developing new pedagogical approaches, a new type of curriculum, and a new focus on the Flagship goal of producing global professionals—

graduates whose linguistic skills will make them highly effective in a range of professional capacities.

Hindi and Urdu share a common grammar and basic vocabulary, but are distinct in script, higher vocabulary and cultural orientation; their sibling relationship allows us to teach the two in parallel, a unique feature within the Flagship family of languages. Currently beginning its second year of operation, HUF is showing early success in both main aspects of its operation — (a) providing innovative teaching for students of Hindi-Urdu at UT, and (b) bringing innovative development to the teaching and learning of these languages nationwide. The most significant new emphasis in the Flagship approach is to transcend the traditional ‘Language and Literature’ context of language study and to develop students’ linguistic skills in disciplines and areas directly relevant to their long-term professional ambitions; thus each student will be taken through four years of language training with an appropriately designed curriculum based on compatibility with his or her major, and with close attention being paid to the individual student’s development. Our students represent a variety of majors, including Business, Pre-med, Biology, Communication, Electrical Engineering, and various liberal arts fields. Such diversity represents a broad spectrum of linguistic needs that we are addressing through several new approaches, briefly outlined here:

- A focus on *specific themes* in language classes: for example, the second-year syllabus for the current semester includes a focus on Ecology and Environment, building students’ familiarity with a technical lexicon closely relevant to the worlds of science, development, and public administration.
- The study of Hindi and Urdu sources as a supplement to existing UT courses such as South Asian anthropology, history and politics; the aim here is to give students the South Asian perspective in these fields through study in the requisite discipline *through the target language*.
- In collaboration with the UT South Asia Institute, we invite distinguished Hindi and Urdu writers and artists to visit UT and work with our students.
- The development of innovative authentic learning and teaching materials, many being designed for self-study through such media as podcasts and web-based video.
- A newly-conceived and carefully planned period of immersion language-study in India, for the third year of a student’s program. Based on intensive language training at the long-established American Institute of Indian Studies, the Flagship ‘Year in India’ will include two specific and unique features: (a) mentorship and teaching of individual students in their major subjects by Indian university faculty (for UT credit); and (b) internships in NGOs and other organizations related to individual students’ majors.

The role of a Flagship is not merely to teach its own students, but also to raise the level of language teaching and learning across the board. In a series of workshops held at UT, we have

been working towards new ways of training teachers in our languages. This is an especially urgent need for Hindi and Urdu, where much teaching is currently an inadequate combination of mother-tongue knowledge and amateur enthusiasm. We will be expanding our training process with recommendations for curriculum and best practice, and will be making such training available in the vital sector of K-12 in which lie the best possibilities for channeling students towards the advanced study of our languages. Since it is well known that the goal of advanced proficiency in language is best achieved by students who began their studies at a young age, our Flagship teachers have taken part in the development of Hindi Urdu language standards for K-12, and have actively contributed to the Startalk program in teacher-training and in summer-study initiatives.

Although our primary constituency for recruitment to the HUF program has so far been among students with a South Asian heritage, we have also been successful in recruiting students with no South Asian family background – students whose induction into Hindi-Urdu has been triggered by personal interest in South Asia, its cultures and its peoples. We expect to continue to draw on both Heritage and non-Heritage constituencies, and to develop ways of meeting the different learning needs of these two groups while they collaborate and study together as equally valued participants in the Flagship community. Our Flagship students, all very busy, with many irons in the academic fire, show real dedication to their Hindi-Urdu studies as they work towards taking their Hindi Urdu knowledge to the professional level. Here are four examples of our current students:

- One HUF student, a Heritage student majoring in Finance, has recently been accepted into the highly competitive Business Honors Program in UT's McCombs School of Business. He hopes to pursue pre-medicine courses alongside the Finance track and will graduate in 2011 with dual majors in Finance and Asian Studies. After graduation, he will either embark on a career in finance or enter medical school.
- Another HUF student, also a Heritage student, is a Biology major in the College of Natural Sciences. Having recently moved with his family to the US from Nepal, he qualified for UT's TIP Program (Texas Interdisciplinary Plan) that mentors the academic success of 'transitional' students who show exceptional academic promise. This student's professional goals are intensely humanitarian. He will graduate in 2011 with majors in Biology and Asian Studies and will enter medical school with the plan to use his skills in Hindi and Urdu in collaboration with international humanitarian organizations.
- A third HUF student is a non-Heritage student who will graduate with majors in Biology and Asian Studies at the end of her study abroad year in 2010. An exceptional student, her intention has been to become a doctor and work in international health programs, such as 'Doctors Without Borders.' After joining the HUF Program, however, she has become interested in pursuing Hindi-Urdu and South Asia studies at the graduate level in order to become a Hindi specialist.

- A Heritage student who is a Government major in UT's College of Liberal Arts serves as a final example. This student has chosen an Urdu focus in the Flagship Program and will graduate in 2011 with two Liberal Arts majors: Government and Asian Studies. She hopes to pursue graduate school and eventually work in the field of international relations.

We seek to recruit students nationwide, and even at international schools in South Asia that enroll American expatriates; we have already had some success in this endeavor thanks to the support of the University of Texas in providing tuition waivers, i.e. in charging in-state fees to out-of-state students. The success of the program as a truly *national* resource is wholly dependent on such an arrangement. The essential cooperation and support of the university has also been forthcoming in other important ways, for example:

- UT has provided the program with fine office and teaching space in the heart of the campus, close to the Department of Asian Studies, the academic base of HUF's directors and instructors. This space provides an essential center for the program's activities, and helps us to promote the aims of the Flagship in the wider academic community.
- The university authorities have worked closely with the HUF team in finding the most cost-efficient ways of channeling funding to individual students, through detailed case-by-case analysis of students' financial packages.
- The staff of UT's Liberal Arts Instructional Technology Services collaborate closely with HUF in developing innovative teaching materials, allowing the Flagship to play a full part in the development of language-teaching pedagogy in the university while also benefiting from the experience of colleagues in other languages.

As has already been noted, the Hindi Urdu Flagship is contributing to the national Language Flagship's 'Diffusion of Innovation' process by creating and distributing innovative materials for use wherever Hindi-Urdu is taught. The Flagship also values collaborative projects, and has recently won NSEP funding for a new project, 'Language for Health: the Practice of Medicine in Hindi and Urdu,' to be undertaken in collaboration with Columbia University and New York University. This project addresses the urgent need to train medical and healthcare practitioners in Hindi and Urdu so that they can function professionally in South Asian medical contexts both in the US and in South Asia. We expect this collaborative project to be the first of many such, and through work of this kind we shall continue to develop the Language Flagship ideal of producing linguistically sophisticated professionals in many different fields.

All aspects of HUF's activities will be subject to scrutiny through a rigorous peer-review process; the Flagship emphasis on evidence-based learning scrutinizes both the achievement of the student and the efficacy of the teaching program, allowing us to make constant adjustments and improvements to our operation. We are confident that the Hindi Urdu Flagship will each year graduate a group of highly skilled and knowledgeable students who will be able to function in Hindi Urdu in their professional capacities and to make a significant impact on relations

between South Asia and the USA. We expect that both employers in the private sector and the government will be competing for these Flagship graduates. The success of our program at undergraduate level encourages us to think of broadening our sphere of activity; at planning sessions in the coming weeks and months we will be evaluating various ideas for new initiatives in the future.

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ARABIC FLAGSHIP PROGRAM

The Arabic Flagship Program (AFP) at the University of Texas at Austin provides training in Arabic language and culture at the undergraduate level. AFP students are given the opportunity to reach Superior level proficiency (Level 3 on the ILR government scale) in Arabic while simultaneously pursuing an undergraduate major of their choice.

The program is unique in several key ways. The first is that our program is embedded within the Department of Middle Eastern Studies, enabling us to offer a very wide range of Arabic language and content courses. Also, the substantive benefits the AFP program has brought to UT in terms of increased faculty, smaller class sizes, increased contact hours for students, benefit all of the students in our program rather than only our own. UT Austin has the largest Arabic faculty in the country, and the close, supportive relationship we enjoy with our Department has benefitted all enormously.

A second factor that makes our program unique is that the majority of our students are non-heritage students. This means that we are able to target and recruit students based on academic talent, language aptitude and commitment rather than the level of language they bring with them. We have also seen an increase in the number of students transferring to UT Austin during their undergraduate degrees in order to be an AFP scholar. Incoming freshmen are applying to our program in greater numbers, in some cases turning down Ivy League offers to join us here.

Another key difference is that students have the opportunity to take content courses in a wide range of subjects, and these are taught in Arabic. Examples of these Arabic content courses include a course on the political system in Lebanon, courses on Arabic Literature, History, and Religions. As our program expands, we expand the variety of courses available to our students. One new innovation is our Language Across the Curriculum courses, where students study in English but are offered an additional one hour where they read authentic texts in Arabic and discuss them using the target language.

Profile of Our Students

The typical AFP student has already had 1-2 years of Arabic by the time they are accepted into our program. The average GPA is 3.5 or above, and they come from a wide variety of backgrounds and majors. What unites them is an absolute commitment to developing professional level proficiency in Arabic and true talent for learning languages that enables them to keep up with a very challenging program of study. After completion, our students plan work in academia, for the government, in international business, in global advertising, and a range of other fields.

We currently have 39 students in our program, with five of these in Egypt working on their capstone year. Interest is extremely high and we already have applications on file for our next recruitment cycle in January. One reason why recruitment has been so successful is that we select students from inside our wider UT Arabic program, and then, these same students attend classes with the general population. This means they serve as role models for other students, and students often ask, “There is an AFP student in my class and their Arabic is great – how can I get into your program?”

Over the period of their five years in the program, AFP students will move from taking Arabic language courses, where they work on both Modern Standard Arabic as well as specialize in an Arabic dialect, to more advanced dialect work, to content and Media courses taught in Arabic. Through their time studying in the Middle East that is part of the program, they build on their language skills to add a deep understanding of culture as well. This means that we are able to create the next generation of global language professionals.

Study Abroad in Alexandria, Egypt

We offer our students two opportunities to study abroad during their time with us through a program in Alexandria Egypt administered by the American Councils for International Education. Alexandria offers a friendly and safe seaside environment where exposure to English is limited, while the University of Alexandria’s long established center for Teaching Arabic as a Foreign Language provides the faculty and facilities we need to achieve our aims. The Language Flagship Organization as a whole has invested in building a strong center and upgrading facilities on the ground in Egypt, and we are working hard to build a long-term relationship that will enhance our stateside program.

Our students will spend one full summer at the TAFL Center in Egypt when they reach the Intermediate High level and one full year to make the transition from Advanced to Superior Arabic. This 4 [years at UT] + 1 [year in Alexandria] model enables students to focus on their undergraduate degrees fully while here, meaning that Business and Medical students can be accommodated within it without compromise, and then focus exclusively on Arabic in their capstone year. Feedback from students in Egypt at present indicates that all is going well, with diverse personalized internships and a rigorous academic curriculum in place.

The Arabic Language Community

On entry to the program, AFP students are assigned a mentor for individual weekly tuition to help them to develop their listening and speaking skills. This increases their exposure to Arabic as it is spoken across the Middle East, and provides an entry into Arab cultures. Our department routinely hosts several Fulbright Teaching Assistants from across the Middle East, and they become active in our program, acting as mentors and participating in classes and events.

During the year, we host a wide range of events, films and speakers so that students are part of a vital and growing community at UT. Some examples from this past year of events were the visit from renowned Lebanese singer, Marcel Khalife, a film series focusing on current cultural issues dominating the Middle East, and a student led Arabic Talent Show. Future plans include the creation of an Arabic living environment, Arabic House, for our students and visiting faculty to take part in, creating a true immersion experience here in Texas.

Sharing our Innovations

The Flagship mission is not just to create a small pool of well-trained students, but instead to change the face of language teaching across the country. We are taking the lead in a wide range of projects to provide leadership to the Arabic teaching community. This year, we will be focusing on K-12, Outreach, Testing and Assessment, and upgrading our website to become a valuable resource for learners of Arabic.

We have been chosen for two Diffusion of Innovation Projects this year, and one additional collaborative project. We will be working closely with the University of Michigan as they expand their Arabic materials development and student program, and the University of Oklahoma as they build on their existing program. Within our collaborative project, we are working with the American Council on the Teaching of Foreign Languages (ACTFL) on building consensus on the way oral Arabic skills are tested and how the results are interpreted.

The outcomes of these projects will have a profound impact on the Arabic teaching community at large and we are looking forward to sharing our successes and learning from the successes and experience of others as we go forward.

Creating the Next Generation of Arabic Educators

A final goal of our program that we have had great success with is the creation of the next generation of Arabic language teachers. We have recruited many of the top graduate students in the country who provide classroom assistance, work on research projects, and take our program forward. Graduate level classes in the Teaching of Arabic as Foreign Language are offered, and our seven Arabic Flagship Graduate Scholars are encouraged to write, research, and share their experiences. This year at the Middle Eastern Studies Association meeting, seven of our current and past Flagship mentors will be presenting papers.

We provide the academic input, the language support, and the practical classroom experience our graduate students need to become successful professionals, and the extra guidance and mentoring they receive here makes places them in high demand.

The Arabic Flagship Future

The Arabic Flagship program at UT is serving the nation by producing students with a high level of proficiency in Arabic language and culture and teachers who will be at the forefront

of teaching Arabic. Continuing the Flagship funding will be essential in enabling UT to continue to fulfill these critical national needs.

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IV. The Texas Language Roadmap

In February 2007, the University of Texas at Austin was selected as one of three institutions around the country to participate in the federally-funded 2007 U.S. Language Summits project. The results of that project are summarized below. In the spring of 2008, Dr. Terri Givens was asked to continue the project, in order to develop an advisory board which would work with the State of Texas to develop the ideas outlined in the Language Summit. We currently have 5 high-profile members of the advisory board, and we are working with the Austin Chamber of Commerce to develop ties to the business community. The main focus of the initiative will be to develop and fund pilot language projects in elementary schools, work towards legislation that would increase requirements for language training, and provide broader funding for K-12 language initiatives.

Texas in a changing world

- Texas has been ranked the number 1 U.S. exporting state for the past 6 years
- Texas exports 15% of its output, 1 in 4 manufacturing jobs is linked to overseas demand
- Global mergers and acquisitions have resulted in more U.S. companies being owned by foreign parent companies
- Today's workforce in multinational corporations are more involved in multicultural teams around the world (global teams)
- The following are the top ten countries that Texas exports to:

- | | |
|----------------|-----------|
| 1. Mexico | *(↑2.2%) |
| 2. Canada | * (↑6.9%) |
| 3. China | *(↑24.6%) |
| 4. South Korea | *(↑4.1%) |

5. Netherlands	*(↑19.7%)
6. Taiwan	*(↑31%)
7. Singapore	*(↑29.4%)
8. Brazil	*(↑22.6%)
9. Japan	*(↑24.5%)
10. United Kingdom	*(↑12.8%)

* refers to % change from 2006-2007

One quarter of Texas gross national product is exported to Asia, the fastest growing sector for Texas.

- The Office of the Governor, Economic Development and Tourism (2007) reports that Texas receives 8 million tourists annually, an estimated 4.9 billion into the economy
- The service sector including tourism, healthcare, finance, law and information services have seen increases in its overseas clients.
- Asian populations in Texas operate 78,000 businesses generating 20.6 billion annually

Source: http://www.trade.gov/td/industry/otea/state_reports/texas.html and <http://governor.state.tx.us/>

Changes in the Population

- Minority groups such as Hispanics, African Americans and Asian Americans are now in the majority, over half of the state is non-white
- Texas now has the third largest African American and Asian American populations
- The rate of increase of Native Americans, Hawaiian and Pacific Islanders and Alaskan natives is now the 2nd highest in the country

Source: Real Estate Center at Texas A&M University (2007)

The Demand for Languages other than English in Texas

Advanced Language Competency

- English is the primary form of communication in business but other languages like Spanish, French, Chinese and Vietnamese are also commonly used

- There is a lack of Asian language speakers, especially technology-gearred languages like Chinese, Japanese and Korean, also taking into consideration the size of Asia and its growing economies
- We should capitalize on heritage speakers because they are a tremendous economic asset and train them to use their language skills in a professional environment
- Schools should not take away the students' native language but rather use them as a competitive advantage

Cultural Competency

- Knowledge of cultural differences is imperative for effective communication especially when it comes to business
- Professional dealings with clients and colleagues in other countries require more than just an understanding of the language

Lack of Awareness

- College graduates are unable to comprehend the importance of learning another language in an increasingly global society
- Businesses do not reward employees for proficiency in other languages, however, large companies like P&G, Intel and IBM are beginning to compensate employees who learn foreign languages

Costs of Insufficient Language Capacity

- The opportunity cost of not understanding another language and culture is that it limits a company's external customer base and growth
- The dependency on translators is expensive and companies do not have the time to react quickly to situations should it arise, especially in a global market
- Businesses cannot even recognize a good opportunity should it even arise
- From the government's point of view, clients who cannot speak English cannot access the services even though they are available and legally entitled to
- Medical conditions cannot be diagnosed properly if patients do not speak English
- Court cases have to be delayed if translators are not available and in some cases, civil rights may have violated thus adding to the increase of lawsuits
- Many agencies have resorted to hiring private translators or reassigning employees to areas where there is a greater need thus increasing the inefficiency of the organization

Language Roadmap For The 21st Century

Goal 1: Raise Public Awareness

(Parents & Communities, Public Education, Business, Government)

Awareness

- Establish a Texas Language Roadmap Coordinating Board, the first task of which is to conduct a large-scale survey and suggest a funding strategy
- Outline a public information campaign on the economic and cognitive benefits of language learning tailored to different audiences
- Analyze employer survey data, gather additional information, and develop documentation illustrating economic benefits of a multilingual workforce
- Launch a campaign geared to parents and the public at large on the cognitive benefits of language learning
- Launch an economic benefits campaign and disseminate information through business organizations, trade associations, and PSAS

Goal 2: Increase Instructional Capacity

(Public and Higher Education and Government)

Certification

- Determine the need for teaching certificates in additional languages
- Add new certificates and certification exams as needed
- Periodically review the passing rate of exams

Proficiency

- Identify existing proficiency certification prep courses for probationary and pre-service teachers
- Increase the numbers of prep courses and languages available, as needed
- Periodically evaluate courses' success-rates and revise the curriculum, as needed

Teacher Ed Curriculum

- Key universities review the current teacher curriculum in light of state standards
- Revise the curriculum as needed to align with state standards and reflect language acquisition research
- Make revised curriculum models available to other institutions

Curriculum for Language Majors

- Education and foreign language departments at major teacher-training institutions begin discussions on the restructuring of the language major
- Collaborative effort to create integrative, cross-disciplinary language major including study abroad
- Implement new language major program and share structure with other institutions
- Review the effectiveness of the language major curriculum and revise, as necessary

Goal 3: Develop Advanced Linguistic and Cultural Proficiency

(Parents & Communities, Public and Higher Education, Business and Government)

Early Start Initiative

- School district and community partnerships investigate and select an early language learning model
- School districts begin implementing chosen model
- Periodically evaluate students' proficiency and revise models, as needed

Extended Sequence

- Expand existing programs for heritage speakers
- Add heritage speaker programs in additional school districts
- Increase the number of special-purposes course offerings, such as Chinese for Business

Structural Change

- Add Languages Other than English (LOTE) to the foundation curriculum
- Establish a P-16 language articulated curriculum
- Implement the P-16 articulated curriculum

Enrichment Options

- Expand service opportunities in which students use language skills in the community
- Add language service opportunities in additional school districts
- Establish International Language Academies in select districts

Goal 4: Create Incentive Structures

(Public and Higher Education, Business and Government)

Study Incentives

- Develop written policies awarding benefits to employees with advanced language skills

- Establish business and higher education partnerships to organize work/study options for students with advanced language skills
- Begin offering discipline-specific internships to students with advanced language proficiency

Tax Credits

- Provide tax incentives to businesses for investment in programs to enhance employees' language proficiency

Government Initiatives

- Add Languages Other than English (LOTE) to Texas Governor's School Program
- Establish a state Language Service Corps Office to identify agencies most in need of employees with language skills and develop program and incentives accordingly
- Begin offering Language Service Corps positions to college graduates with advanced language skills
- Include language proficiency as a licensing requirement in critical fields like health care

Current Language Capacities and Limitations

Foreign Language Education in Texas

- According to the Texas Education Agency (2007), roughly 40% of the state's 7th to 12th graders were enrolled in a language class during the past school year
- A new state mandate requires all high school students to take at least 2 credits (a minimum of 2 years of study) in a foreign language in order to graduate (graduating class of 2008 will be the first to be affected)
- Spanish leads the way in the 15-plus languages taught and accounts for 81% of the total student enrollment in second language classes
- Top 5 languages taught are Spanish, French, German, Latin and American Sign Language
- Others languages taught are Spanish for Native Speakers, Japanese, Chinese, Russian, Italian, Hebrew, Arabic and Hindi
- According to the Texas Two-Way/Dual Language Consortium (2007), there are 255 two-way/dual language programs in Texas districts (see directory in appendix)

- The Center for Applied Linguistics (2006) reports that there are 8 Spanish and 1 French immersion programs in Texas (see directory attached in appendix)
- TEA indicates that less than 3% of elementary students in Texas study a foreign language even though this is the best opportunity for them to develop future language proficiency, excluding students in dual-language and bilingual programs

Extent of Language Learning

- For those who begin a language, less than a quarter go on to the 3rd level and about 2% actually go on to the 4th level so the proficiency level is actually falling short
- Only 1.3% of all 2004 university graduates majored in a foreign language
- Less than 1% at UT Austin graduates with a foreign language in 2007

Between Needs and Capacity

- All indications show that Texas is not currently equipped to meet the needs for foreign language speakers, let alone future demands
- Less than half of Texas public school students in grades 7-12 are enrolled in second language classes, the majority of whom will end their studies after two years

Language Acquisition and Age

- The ability to develop advanced proficiency in a language is directly related to the length of time spent studying the language
- Children who are exposed to other languages and cultures at an early age tend to be more open to cultural differences
- After the age of 10, they begin to have stereotyped views of people they see as “other”
- Very few Texas students have the formal opportunity to begin learning another language therefore their language skills fall short of professional proficiency requirements

Integration of Language and Cultural Learning

- To better understand another culture, it is best to raise the interest at an early age rather than wait till high school, as it is the case with Texas students

Making Language Learning Practical

- Tie foreign language skills to functional skills and field-specific content, such as specialized terms used in law, medicine, engineering, criminal justice and other professional fields
- Texas secondary and high schools need to take this into account or else government and business agencies will bear the cost later when attempting to train employees in these areas

Re-valuing Languages Other than English

- Heritage speakers have the natural advantage, however, few school districts see informal knowledge of heritage languages as a building block for formal language acquisition

How does Texas rank in the number of Critical Language Speakers?

- Urdu – ranked 2nd, after NY
- Chinese – ranked 3rd, after CA and NY
- Persian – ranked 3rd, after CA and VA
- Gujarathi – ranked 4th, after NJ, CA and IL
- Hindi – ranked 4th, after CA, NY and NJ
- Japanese – ranked 5th, after CA, HI, NY and WA
- Arabic – ranked 6th, after CA, MI, NY, NJ and IL
- Korean – ranked 6th, after CA, NY, NJ, IL and VA
- Russian – ranked 14th, after NY, CA, NJ, WA, PA, MA, IL, FL, MD, OR, GA, CO and OH
- The majority of the critical language speakers identify themselves as fluent English speakers and between the ages of 18-64. The number of fluent English speakers dramatically increases among the ages 5-17.
- Source: 2005 American Community Survey, http://www.mla.org/map_data

Number and percentage of speakers per language in Texas

13,230,765	68%	English
6,010,753	32%	All languages other than English combined
5,195,182	26%	Spanish or Spanish Creole
122,517	0.64%	Vietnamese
91,500	0.48%	Chinese
82,117	0.43%	German
62,274	0.32%	French (incl. Patois, Cajun)
39,988	0.21%	Tagalog
38,451	0.20%	Korean
36,087	0.19%	African languages
32,978	0.17%	Urdu
32,909	0.17%	Arabic
20,919	0.11%	Hindi
19,140	0.10%	Gujarathi
17,558	0.09%	Persian
14,701	0.08%	Japanese
11,574	0.06%	Russian
11,158	0.06%	Italian
10,378	0.05%	Laotian
9,716	0.05%	Portuguese or Portuguese Creole
9,652	0.05%	Polish
7,870	0.04%	Mon-Khmer, Cambodian
7,282	0.04%	Thai
6,731	0.03%	Serbo-Croatian
6,583	0.03%	Scandinavian languages
6,571	0.03%	Greek
4,622	0.02%	Hebrew
3,603	0.02%	Other Native North American languages
3,504	0.02%	French Creole
2,140	0.01%	Hungarian
1,172	0.01%	Armenian
905	<.01%	Yiddish
595	<.01%	Navajo

Source: The Modern Language Association Language Map, 2000 United States Census Map, http://www.mla.org/map_single

Dual Language Education

There are four main types of dual language (literacy and content) programs, which mainly differ in the population:

Developmental, or maintenance, bilingual programs. These enroll primarily students who are native speakers of the partner language.

Two-way (bilingual) immersion programs. These enroll a balance of native English speakers and native speakers of the partner language. (See directory in appendix)

Foreign language immersion, language immersion or one-way immersion. These enroll primarily native English speakers. This is a method of teaching a second language. (See directory in appendix)

Heritage language programs. These mainly enroll students who are dominant in English but whose parents, grandparents, or other ancestors spoke the partner language.

Dual language programs are different from transitional bilingual programs, where the aim is to transition students out of their native language.

Best Practices

The UTeach Program at The University of Texas at Austin advocates using the targeted language to teach content/subject(eg. History or Literature) as being more effective than traditional language instruction on grammar.

Northside Independent School District, San Antonio

- Students and families make a minimum 6-year commitment to the Dual Language Immersion Program
- Optimum classroom is 50% English speakers and 50% Spanish speakers
- Students receive instruction 90% in Spanish and 10% in English in Kindergarten and 1st grade, the Spanish instruction then decreases by 10% for each increasing grade
- Instructional delivery is monolingual at all times and teachers do not use translation for comprehension
- Teachers have high levels of proficiency in the target language
- Parents volunteer in activities to promote the program and work with their children at home

- Parents encourage the child's second language learning efforts and provide reading materials in 2 languages at home as well as attend dual language functions
- The results were impressive. English-speaking students were placed at Level III AP in middle school, 90% of Spanish-speaking students achieved Advanced or Advanced High on the Reading Proficiency Test in English; 100% of 6th graders passed TAKS and 95% passed the math portion of TAKS

Alicia Chacon International School, El Paso

- 2-way immersion magnet program
- Children study English, Spanish and a 3rd language (Chinese, Japanese, German or Russian)
- Begins in Kindergarten with 80% Spanish, 10% English, 10% 3rd language
- Changes at grades 3, 5 and 7 to end with a 30/60/10 model
- Math and reading scores for students at Chacon were higher than scores for both the district and state as a whole

Texas Dual Language Program Cost Analysis

Report developed for the Texas Education Agency and the Texas Senate Education Committee

Mean Per-Pupil Costs for Start-Up, Annual and Additional Funds Needed by Program Size

Program Size	Start-Up	Annual	Additional
Small Program (n=27)	\$825.00	\$879.00	\$568.00
Med. Program (n=31)	\$399.00	\$406.00	\$209.00
Large Program (n=25)	\$312.00	\$290.00	\$197.00

Note: Small Programs = 0-120 Students;

Medium Programs = 121-240 Students;

Large Programs = 240+

Students; Start-Up = Costs required to initiate program;

Annual = yearly program costs;

Additional = additional funds requested to maintain adequate program.

The above data reveals that

- Smaller programs (0-120 students) were more costly per pupil to operate in all three categories: start-up, annual, and additional funds requested
- Large programs were the most cost effective in all three categories
- Large programs spent approximately 1/3 of the amount per pupil compared to small programs
- Reasons for cost effectiveness of larger programs:
 - due to minimized teacher and student recruitment for the program
 - shared resources, materials and administrative costs
 - reduced staff development and certification costs
 - larger percent of bilingual students in the district with associated Title III allotments
 - a history of bilingual education programs and funding therefore having opportunities to have previously purchased bilingual materials

Source: <http://ldn.tamu.edu/Archives/CBARreport.pdf>

Texas Language Roadmap Advisory Board

Pascal D. Forgione, Jr., Ph.D.

Superintendent of the Austin Independent School District



Advisory Board Chair

Pascal D. Forgione, Jr., Ph.D., has served as Superintendent of the Austin Independent School District since August 1999. Working with the District's Board of Trustees, Dr. Forgione has overseen continuously improving student academic achievement, the return to fiscal stability and a high bond rating for the district, two successful bond elections, and improved community support for Austin public schools. Dr. Forgione has announced his intention to retire as AISD Superintendent in June 2009.

Dr. Forgione has served as a chief education officer at the local, state and national levels. From 1996-99, he was U.S. Commissioner of Education Statistics with the National Center for Education Statistics (NCES) in the U.S. Department of Education. From 1991-96, he served as State Superintendent for Public Instruction for the State of Delaware.

Dr. Forgione began his career in education as a high school social studies teacher in the Baltimore City Public Schools. He earned a Doctorate in Administration and Policy Analysis from Stanford University in 1977, a Master's Degree in Urban History from Stanford in 1973, a Master's Degree in Educational Administration from Loyola College in 1969, a Bachelor's Degree in Theology from St. Mary's Seminary and University in 1968, and a Bachelor's Degree in Philosophy from St. Mary's Seminary and University in 1966.

Dr. Forgione serves on the Board of Directors of Austin Partners in Education, the Boys and Girls Clubs of Austin, and the Austin Symphony. He is a member of the Education and Workforce Committee of the Greater Austin Chamber of Commerce, the Education Committee of the Austin Area Research Organization (AARO), and the Board of Visitors of Southwestern University. He is also a member of the Greater Austin Hispanic Chamber of Commerce and the Capital City and African American Chamber of Commerce. He is on the Executive Committee of the Council of Great City Schools.

Dr. Forgione has served on the Board of Directors of the Austin Area Urban League, the National Board for Professional Teaching Standards and the Scholastic National Advisory Council. He also served as a consultant to, or member of, numerous educational organizations and initiatives including the Council of Chief State School Officers; National Center for

Education and the Economy; National Council for Measurement in Education; the College Board; RAND Corporation; U.S. Department of Defense; Council for Basic Education; American Educational Research Association; and the National Governors Association. Dr. Forgione lives in Austin with his wife, Dr. Kaye Forgione, a national education consultant. He has three grown sons.

Aaron Demerson

Executive Director, Office of the Governor of Texas–Economic Development and Tourism



Advisory Board Member

Aaron S. Demerson currently serves as the Executive Director of the Governor's Economic Development and Tourism Division. He has also served as the Director of Texas Business Development and as the Director of Administration when it was the Texas Economic Development agency.

Prior to his re-employment with Economic Development & Tourism he served as the Manager of the state's innovative prepaid tuition program (The Texas Tomorrow Fund) at the State Comptrollers Office. He has served in a number of areas within Economic Development & Tourism including the Small Business Division as a Small Business Consultant, and Manager of Credit Administration (Finance Division). He has also been employed as a Commercial Finance Analyst and Loan Administration Officer with Texas Bank in San Antonio.

Demerson has a BBA in Finance from Texas A&M University-Kingsville (formally A&I), received a general banking diploma from the American Institute of Banking.

Rob Eissler

Texas House of Representatives



Advisory Board Member

Rob Eissler is the President of Eissler and Associates, an executive recruiting firm based in his hometown of twenty-five years, The Woodlands, Texas. He received a B.A. in Architecture from Princeton University, and then served his country as a carrier-based attack pilot on the USS John F. Kennedy in the United States Navy.

Representative Eissler has spent twenty two years dedicated to the public education system of Texas, 18 of which were on the Conroe Independent School District Board of Trustees, including two terms as President.

In 1999, he was named one of 25 Original Hometown Heroes for The Woodlands by The Woodlands Villager/Courier newspapers and The Woodlands Operating Company, L.P. The Chamber of Commerce named him Citizen of the Year in 1999, where he served as the Chairman of the Board in 1988. Mr. Eissler has also served as the President of the Woodlands Rotary Club and as a board member of the South Montgomery Y.M.C.A. He coached youth sports for twenty years and is well known as one of the voices of High School Football on the local radio broadcast of area games.

Mr. Eissler was elected to represent District 15 as State Representative in November of 2002. In his third session, he was appointed to serve as Chairman of the Public Education Committee. Representative Eissler has been named Legislator of the Year by the Texas Council of Special Education Administrators, received The Texas Foreign Language Association's Distinguished Public Service Award, The Texas Art Education Association's Governmental Award for Meritorious Service in the Arts, The Texas Music Educators Association Distinguished Service Award and the Champion for Free Enterprise Award by the Texas Association of Business three times and the Vocational Agriculture Teachers Outstanding Legislature Award. In May, 2005 Representative Eissler was named one of the Top Texas Legislators of the 79th Legislative Session by Capitol Inside. He was presented with the Star Award by Texans Standing Tall in recognition of his efforts during the 79th Legislature to reduce and prevent the consequences of

underage alcohol use and binge drinking. He has served on committees for the Southern Regional Education Board comprised of 16 states and was recently appointed by the Governor to their Board. He has received the STAR award from the Texas Classroom Teachers Association twice.

He was recently listed as Honorable Mention in Texas Monthly magazine's Ten Best Legislators issue. Governor Perry appointed Representative Eissler to the Education Commission of the States in October of 2007 where he will represent Texas as one of 7 Commissioners. In February, 2008, he was awarded Legislative Advocate of the Year by the Texas PTA and the 2008 Friend of Texas Children Award from United Ways of Texas.

Rob and his wife Linda have three adult children and are members of The Woodlands United Methodist Church.

Admiral Bobby Ray Inman
The University of Texas at Austin
Lyndon B. Johnson Centennial Chair in National Policy



Advisory Board Member

Admiral Bobby R. Inman, USN (Ret.), graduated from the University of Texas at Austin in 1950, and from the National War College in 1972. He became an adjunct professor at the University of Texas at Austin in 1987. He was appointed as a tenured professor holding the Lyndon B. Johnson Centennial Chair in National Policy in August 2001. From January 1 through December 31, 2005, he served as Interim Dean of the LBJ School.

Admiral Inman served in the U.S. Navy from November 1951 to July 1982, when he retired with the permanent rank of Admiral. While on active duty he served as Director of the National Security Agency and Deputy Director of Central Intelligence. After retirement from the Navy, he was Chairman and Chief Executive Officer of the Microelectronics and Computer Technology Corporation (MCC) in Austin, Texas for four years and Chairman, President and Chief Executive Officer of Westmark Systems, Inc., a privately owned electronics industry holding company for three years. Admiral Inman also served as Chairman of the Federal Reserve Bank of Dallas from 1987 through 1990.

Admiral Inman's primary activity since 1990 has been investing in start-up technology companies, where he is Chairman and a Managing Partner of Gefinor Ventures. He is a member of the Board of Directors of Massey Energy Company and several privately held companies. He serves as a Trustee of the American Assembly and the California Institute of Technology. He is a Director of the Public Agenda Foundation and is an elected fellow of the National Academy of Public Administration.

Mark Strama

Texas House of Representatives



Advisory Board Member

Elected to the Texas House of Representatives in 2004, Mark Strama is a native Texan who has divided his career between public service and private business, always fighting to empower voters and make government more responsive to every American.

After graduating from Brown University, he worked on Ann Richards' successful 1990 campaign for governor. He went on to become chief of staff for State Senator Rodney Ellis. During Mark's tenure, Senator Ellis was named one of the ten best legislators in the state by *Texas Monthly*. In 1995, Mark left government to become director of programs at Rock the Vote, where he helped register more than a million new voters.

Mark returned to Austin to found the first company to register voters online. Working to bring the economy, efficiency, and convenience of new technology to the democratic process, Mark's company was acquired by New York-based Election.com in 2000, and helped over 700,000 Americans register to vote in the 2000 election cycle.

Mark has served on the Board of Directors of KidsVoting USA, a national non-profit organization that develops civics education programs for K-12 students. He was a founding

board member of Hope Street Group, a non-partisan organization of young business leaders that seeks to achieve equality of opportunity in a high-growth economy.

Mark is a member of the Greater Pflugerville Chamber of Commerce and the Pflugerville Council of Neighborhood Associations. He is also a founding member of the Pflugerville ISD MEN in Education program, which places male volunteers in schools to serve as mentors and role models.

With a broad range of experience in the business sector, non-profit sector, and in government, Mark is a voice for independence and integrity in the Texas Legislature. He advocates comprehensive reforms to the political system, so that politicians will place the public interest above special interests to improve our schools, health care, transportation systems, and economy.

Mark and his wife, Crystal, are the proud parents of Victoria Rose Strama who was born in January of 2007.

Appendix

Directory of Two-Way Bilingual Immersion Programs in Texas as of August 25, 2008 (K-12)

The programs listed in this Directory meet all three of the following criteria for two-way immersion (TWI) programs:

Integration: Language-minority and language-majority students are integrated for at least 50% of instructional time at all grade levels

Instruction: Content and literacy instruction in English and the partner language is provided to all students, and *all students receive instruction in the partner language at least 50% of the instructional day*

Population: Within the program, there is a balance of language-minority and language-majority students, with each group making up between one-third and two-thirds of the total student population

[Canutillo Middle Program Enhancement](#)

Canutillo, TX

Language used: Spanish

Basic model: Middle or High

[Bellaire High School Project BLISS](#)

Bellaire, TX

Language used: Spanish

Basic model: Middle or High

[Bill Childress Program Enhancement Project](#)

Canutillo, TX

Language used: Spanish

Basic model: Balanced

[Canutillo Program Enhancement Project](#)

Canutillo, TX

Language used: Spanish

Basic model: Balanced

[Deanna Davenport Program Enhancement Project](#)

Canutillo, TX

Language used: Spanish

Basic model: Balanced

[Jose Alderete Middle School: Program Enhancement](#)

Canutillo, TX

Language used: Spanish

Basic model: Middle or High

[Jose Damian Program Enhancement Project](#)

Canutillo, TX

Directory of Foreign Language

Immersion Programs:

This directory includes elementary, middle, and high schools that teach all or part of their curriculum through a second language. Such programs are referred to as total or partial immersion programs. In general, the programs are designed for students whose native language is English.

Total Immersion – Programs in which all subjects taught in the lower grades (K-2) are taught in the foreign language; instruction in English usually increases in the upper grades (3-6) to 20%-50%, depending on the program.

Partial Immersion – Programs in which up to 50% of subjects are taught in the foreign language; in some programs, the material taught in the foreign language is reinforced in English.

Two-Way Immersion – Programs that give equal emphasis to English and non-English language and in which one to two thirds of the students are native speakers of the non-English language, with the remainder being native speakers of English.

[Alamo Heights Junior School](#)

San Antonio, TX

Language used: Spanish

Basic model: Partial

[Cambridge Elementary School](#)

San Antonio, TX

Language used: Spanish

Basic model: Total

[Dawson Elementary School](#)

Corpus Christi, TX

Language used: Spanish

Basic model: Partial

[Dr. Alejo Salinas, Jr. Elementary School](#)

Hidalgo, TX

Language used: Spanish

Basic model: Total

[Forth Worth Independent School](#)

Fort Worth, TX

Language used: Spanish

Basic model: Partial

[Petite Ecole International](#)

Austin, TX

