The Benefits of Foreign Language in K-12 Education

Staff Briefing for the United States House of Representatives

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Overview

• Overview
• Q: Why do we need languages? A:
  – FL and 21st Century citizenship
• Benefits of language instruction in K-12
• Federal funding for language instruction in K-12
• Challenges & Future directions
• About JNCL-NCLIS
• Q & A
Q: Why do we need languages?
A: FL and 21st Century citizenship

• Language and global expertise are at the nexus of globalization, information, rising youth populations, entrepreneurship, self-expression: “Assertion of linguistic rights goes hand in hand with the assertion of economic rights” (Salkowitz, 2011)

• Integral to globalization and the national interest: now taken as a given
  – National security
  – Economic competitiveness
National Security & FL

• Context: Critical needs underscored by emergent and ongoing crises
  – 9/11, Iraq, Afghanistan, Fukushima, Haiti, Arab Spring.
  – As well as the strategic shift to the Pacific

• Specific examples of requirements:
  – Languages are indispensable to Intelligence analysis: approx 150 languages required (Glenn H. Nordin, testimony before the Senate HSGAC, May 2012)
  – DoD has approx. 37,000 language billets, of which 81% (30,000) are filled – gap of 7,000; only 10,377 (28%) filled at required proficiency level (Laura Junor testimony before the Senate HSGAC, May 2012)

• The challenge: Multiple policy statements & reports indicate a long-standing gap in language readiness.
Economic Competitiveness & FL

• Economically viable languages for the private sector: more than 200
• Domains are generally distributed equally among languages
  – Science
  – Finance
  – legal
  – Medical, pharmaceutical
  – “Transcreation”
• “long tail” effect
• Caveat: Complete language data in the US is generally lacking
  – Census: 1 in 6 receive the long form questionnaire, 1 in 100 the in-person interview
  – Approx. 400 Ls in US Census PUMS data, incl. “African, not further specified,” “India – n.e.c.”
FL & STEM

• FL is already part of STEM
  – FL Research and Development in the US Gov’t comes from STEM accounts (DARPA, IARPA, NSF, NIH)
  – FL work is highly technologized – teaching, translation, interpreting
  – The language industry is vital to the US STEM industry, leveraging $1.5 trillion in trade

• White House Office of Science & Technology Policy requested a position paper from JNCL-NCLIS

• White paper in your packets & available on JNCL-NCLIS website
“The Language Enterprise”

• The "Language Enterprise" encompasses everyone who enables communication among different cultures and languages

• At the nexus of globalization, information, rising youth populations, entrepreneurship, self-expression: “Assertion of linguistic rights goes hand in hand with the assertion of economic rights” (Salkowitz, 2011)

• Integral to globalization and the national interest: now taken as a given

• One of the oldest professions – globalization, translation, teaching FL aren’t new (e.g., Hanseatic League, Folsom arrow points, Aristotle) but pace, information, and mobility are!
The Role of the Language Enterprise

- Facilitates the free movement of people, information, and ideas
- Build up mutual understanding and acceptance of cultural and linguistic diversity
- Promote the personal development of the individual
What is “The Language Enterprise?”

• People and organizations that are directly engaged:
  – Translators, Interpreters
  – Localization, globalization
  – Multilingual professionals

• People and organizations enabling those who are engaged
  – Teachers & researchers
  – Testers & test developers
  – Developers of tools and materials for language learning and work

• 300,000 in the educational sector, 200,000 in the private, more in government

• $25b each year in the US economy
Educational Benefits of FL in K-12

• Higher scores on standardized assessments

• Higher graduation rates

• Higher college admission rates
  – Students of foreign languages tend to score higher on standardized tests. Results from the Scholastic Aptitude Test (SAT) show that students who had studied a foreign language for 4 or more years outscored other students on the verbal and math portions of the test.
  – Students who were in “rigorous” programs in high school—that included three years of foreign language study—were likely to earn better grades in college and less likely to dropout.
Cognitive Benefits of FL in K-12

• Increased literacy in the student’s first language and in English: (NC study)
  – Students in dual language schools and dual language classrooms outscore non-dual language students
  – Dual language students’ average reading scores exceed the statewide average scores in each Grade
  – After Grade 4, dual language students approach and exceed the average statewide scores of students who are a year ahead of them in school.
  – These findings hold for all student groups (minority, African-American, white, LEP, non-LEP)

• Children who are exposed to a foreign language at a young age achieve higher levels of cognitive development at an earlier age.
Federal Funding for FL in K-12: StarTalk

• StarTalk (ODNI, administered by NFLC-led coalition): http://startalk.umd.edu
  – Summer Institutes for students & teacher professional development
  – Arabic, Chinese, Dari, Hindi, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu

• LEGISLATIVE AUTHORITY: Sections 1011 through 1015 of the National Security act, 1947, as amended.

Section 612 of Intelligence Authorization Act for Fiscal Year 2005, Advancement of Foreign Languages Critical to the Intelligence Community.

Memorandum of Understanding (MOU) between the Director of National Intelligence and the Secretary of Defense regarding Establishment of a Program to Advance Capabilities in Foreign Languages Critical to the Intelligence Community, dated November 22, 2006

• APPROPRIATIONS HISTORY: Last 3 years $41,973,497.24
Federal Funding for FL in K-12: Flagship K-12 Partnership

• Flagship K-12 Partnership (Defense Language National Security Education Office = DLNSEO)
  http://www.thelanguageflagship.org/k-12-programs
  – Articulated K-20 sequences
  – Dual immersion in Chinese, Russian, Arabic


• APPROPRIATIONS HISTORY: Past 3 years
  $ 3,046,675
Federal Funding for FL in K-12: NSLI-Y

• National Security Language Initiative for Youth (Department of State)  
  [http://exchanges.state.gov/youth/programs/nsli.html](http://exchanges.state.gov/youth/programs/nsli.html)  
  – Summer study abroad for ages 15-18  
  – Arabic, Chinese (Mandarin), Hindi, Korean, Persian (Tajik), Russian and Turkish

• **LEGISLATIVE AUTHORITY:** Fulbright Hays Act of 1961

• **APPROPRIATIONS HISTORY:** Past 3 years $27,000,000
Federal Funding for FL in K-12: TCLP

- Teachers of Critical Languages (Department of State) [http://www.americancouncils.org/TCLP/](http://www.americancouncils.org/TCLP/)

- LEGISLATIVE AUTHORITY: Fulbright Hays Act of 1961

- APPROPRIATIONS HISTORY: Past 3 years $4,372,314
Federal Funding for FL in K-12: FLAP

- (FLAP?) (Department of Education?)
  - Funding eliminated by the administration in FY2012

- **LEGISLATIVE AUTHORITY**: Title V of the No Child Left Behind Act (2001)

- **APPROPRIATIONS HISTORY**: Past 3 years
  $81,802,000; zeroed out in FY12
Challenges & Future Directions

• Federal funding for K-12 programs
  • Classroom programs: USED: FLAP
  • Overseas programs: US DoS

• Evolution of higher education programs
  • Articulation with K-12
  • Heritage language development
  • Preparation for 21st century language work
The Joint National Committee for Languages and the National Committee for Languages and International Studies

- Comprise more than 80 organizations in the language enterprise
- Develop and advocate policies for language and global expertise
- Promote language as a profession in the United States
- Support the development of academic, governmental, and industrial standards for language work
- Have joined with the language industry and the Globalization and Localization Association to form the American Language Enterprise Advocacy (ALEA)
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<th>Federal Program</th>
<th>Legislative Authority</th>
<th>Past 3 Years of Appropriations</th>
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| StarTalk                                             | · Sections 1011 through 1015 of the National Security act, 1947, as amended.  
  · Section 612 of Intelligence Authorization Act for Fiscal Year 2005, Advancement of Foreign Languages Critical to the Intelligence Community.  
  · Memorandum of Understanding (MOU) between the Director of National Intelligence and the Secretary of Defense regarding Establishment of a Program to Advance Capabilities in Foreign Languages Critical to the Intelligence Community, dated November 22, 2006. | 2010          | 2011          | 2012          | 2013          |
|                                                      |                                                                                                                                  | $11,964,843.12       | $14,862,649.21 | $15,146,004.91 | $14,279,898.08 |
| National Security Language Initiative for Youth      | Fulbright Hays Act of 1961                                                                                                                                                                                   | $9,000,000      | $9,000,000   | $9,000,000   |
| Teachers of Critical Languages                       | Fulbright Hays Act of 1961                                                                                                                                                                                   | $1,709,182      | $1,620,938   | $1,042,194   |
| FLAP (Foreign Language Assistance Program)           | Title V of the No Child Left Behind Act (2001)                                                                                                                                                           | $26,928,000     | $26,874,000  | $28,000,000  |
References


Dr. Jennifer Steele, Policy Researcher, RAND Corporation and Dr. Robert Slater, Senior Consultant, American Councils for International Education The Effect of Dual-Language Immersion on Student Achievement in the Portland Public Schools (July 1, 2012-June 30, 2015) Funder: Institute of Education Sciences, National Center for Education Research, U.S. Dept of Education


Statement for the Record on Behalf of the Office of the Director of National Intelligence Before the Senate Homeland Security and Governmental Affairs Committee May 21, 2012

Mr. Glenn Nordin Principal Foreign Language and Area Advisor Office of the Under Secretary of Defense for Intelligence


U.S. House of Representatives Committee on Armed Services: Subcommittee on Oversight & Investigations (December 2010) Building Language Skills and Cultural Competencies in the Military: Bridging the Gap

Wayne P. Thomas, Professor Emeritus, George Mason University and Virginia P. Collier, Professor Emerita, George Mason University English Learners in North Carolina, 2009 Executive Summary Prepared for the North Carolina Department of Public Instruction
Language Use in the United States: 2011

| American Association for Applied Linguistics | Charlotte-Mecklenburg Schools | International Language and Culture Foundation |
| American Association of Teachers of Arabic | Chinese Language Teachers Association | InterpretAmerica |
| American Association of Teachers of French | Colorado Congress of Foreign Language Teachers | Japan Foundation, Los Angeles |
| American Association of Teachers of German | Computer Assisted Language Instruction Consortium | Kansas World Language Association |
| American Association of Teachers of Italian | Concordia Language Villages | Kentucky World Language Association |
| American Association of Teachers of Japanese | Connecticut Council of Language Teachers | Linguistic Society of America |
| American Association of Teachers of Slavic and East European Languages | Council of Directors of Language Resource Centers | Luso-American Development Foundation |
| American Association of Teachers of Spanish and Portuguese | Defense Language Institute | Massachusetts Foreign Language Association |
| American Council of Teachers of Russian/American Councils for International Education | Florida Foreign Language Association | Michigan World Language Association |
| American Council on the Teaching of Foreign Languages | Foreign Language Association of Georgia | Minnesota Council on the Teaching of Languages and Cultures |
| Arkansas Foreign Language Teachers Association | Foreign Language Association of Missouri | Modern Language Association |
| American Foundation for Translation and Interpretation | Foreign Language Association of New Jersey | Modern Language Journal – National Federation of Modern Language Teachers Association |
| American Sign Language Teachers’ Association | Foreign Language Association of North Dakota | Monterey Institute of International Studies |
| American Translators Association | Foreign Language Association of North Carolina | National Association for Bilingual Education |
| Brigham Young University Center for Language Studies | Foreign Language Association of Virginia | National Association of District Supervisors for Foreign Languages |
| California Language Teachers Association | Foreign Language Educators of New Jersey | National Association of Self-Instructional Language Programs |
| Center for Applied Linguistics | George Washington University Center for the Study of Language and Education | National Committee for Latin and Greek |
| Center for the Advancement and Study of International Education | Greater Washington Association of Teachers of Foreign Languages | National Council of Organizations of Less Commonly Taught Languages |
| Center for the Advanced Study of Language | Illinois Council on the Teaching of Foreign Languages | National Council of State Supervisors of Foreign Languages |
| Central States Conference on the Teaching of Foreign Languages | Indiana Foreign Language Teachers Association | National Foreign Language Center |
|                                | International Association for Language Learning Technology | Northeast Conference on the Teaching of Foreign Languages |
|                                |                                | National Network for Early Language Learning |
|                                |                                | Nebraska International Languages Association |
|                                |                                | New York State Association of Foreign Language Teachers |
|                                |                                | Ohio Foreign Language Association |
|                                |                                | Pacific Northwest Council for Languages |
|                                |                                | Pennsylvania State Modern Language Association |
|                                |                                | SCOLA |
|                                |                                | South Asian Language Teachers Association |
|                                |                                | Southern Conference on Language Teaching |
|                                |                                | Southwest Conference on Language Teaching |
|                                |                                | Teachers of English to Speakers of Other Languages |
|                                |                                | Tennessee Foreign Language Association |
|                                |                                | Tennessee Foreign Language Institute |
|                                |                                | Tennessee Foreign Language Teaching Association |
|                                |                                | Texas Foreign Language Association |
|                                |                                | Wisconsin Association for Language Teachers |