



THE LANGUAGE FLAGSHIP

Creating Global Professionals

THE LANGUAGE FLAGSHIP

UNDERGRADUATE MODEL: LATEST RESULTS AND INNOVATIONS

Inter-Agency Language Roundtable
February 21, 2014

DLNSEO

In 2012, the Defense Language and National Security Education Office (DLNSEO) was created.

The new DLNSEO organization merged the National Security Education Program and the Defense Language Office, to tackle the following Mission Areas:

- Building a Talent Pipeline
- Enhancing Workforce Readiness
- Improving Testing and Assessment
- Creating Surge Capability
- Regional Alignment



DLNSEO ORGANIZATION

Leads the nation in recruiting, training, sustaining, and enhancing language and culture capabilities to ensure national and defense readiness by:

- Building a highly-qualified pool of U.S. citizens with foreign language capabilities and international expertise committed to public service through programs and policies;
- Leading the Department of Defense's strategic policy planning in foreign language, culture, and regional expertise; and
- Providing programmatic oversight of high-value national security and Defense training and education

NSEP INITIATIVES

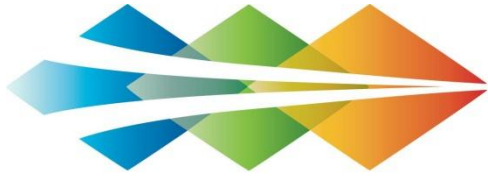
- African Languages Initiative (AFLI)
- Boren Scholarships
- Boren Fellowships
- **The Language Flagship**
- **Flagship/ROTC Pilot Initiative**
- Project Global Officer (Project GO)
- Language Training Centers
- English for Heritage Language Speakers
- National Language Service Corps

Boren
AWARDS



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Flagship Overview

LANGUAGE FLAGSHIP HISTORY

- Funded as an initiative beginning in 2001 through the National Security Education Program (NSEP) of the U.S. Department of Defense.
- Flagship Domestic and Overseas programs have been operating since 2002.
- Flagship announced transition from a post B.A model to an Undergraduate program in 2006
- Flagship awarded the last Flagship Fellowship in 2011

THE LANGUAGE FLAGSHIP

The Language Flagship now boasts 26 Flagship Centers at 22 institutions, providing a pathway to professional-level proficiency across 10 languages: Arabic, Chinese, Hindi, Korean, Persian, Portuguese, Russian, Swahili, Turkish and Urdu.

Currently, there are nearly 900 registered Flagship Undergraduates, and another 1,100 students who are participating in Flagship courses.

We seek to empower a small but expanding group of innovators to develop and implement new models of undergraduate language learning and to diffuse these models throughout higher education. Flagship's aim is to lead a national movement that will impact students throughout the nation.

THE LANGUAGE FLAGSHIP GOAL

- Goal: To create a pool of college graduates from all majors with professional proficiency (ILR Level 3, ACTFL Superior) in critical languages to create the next generation of global professionals, and to change the expectations for foreign language learning in the United States.



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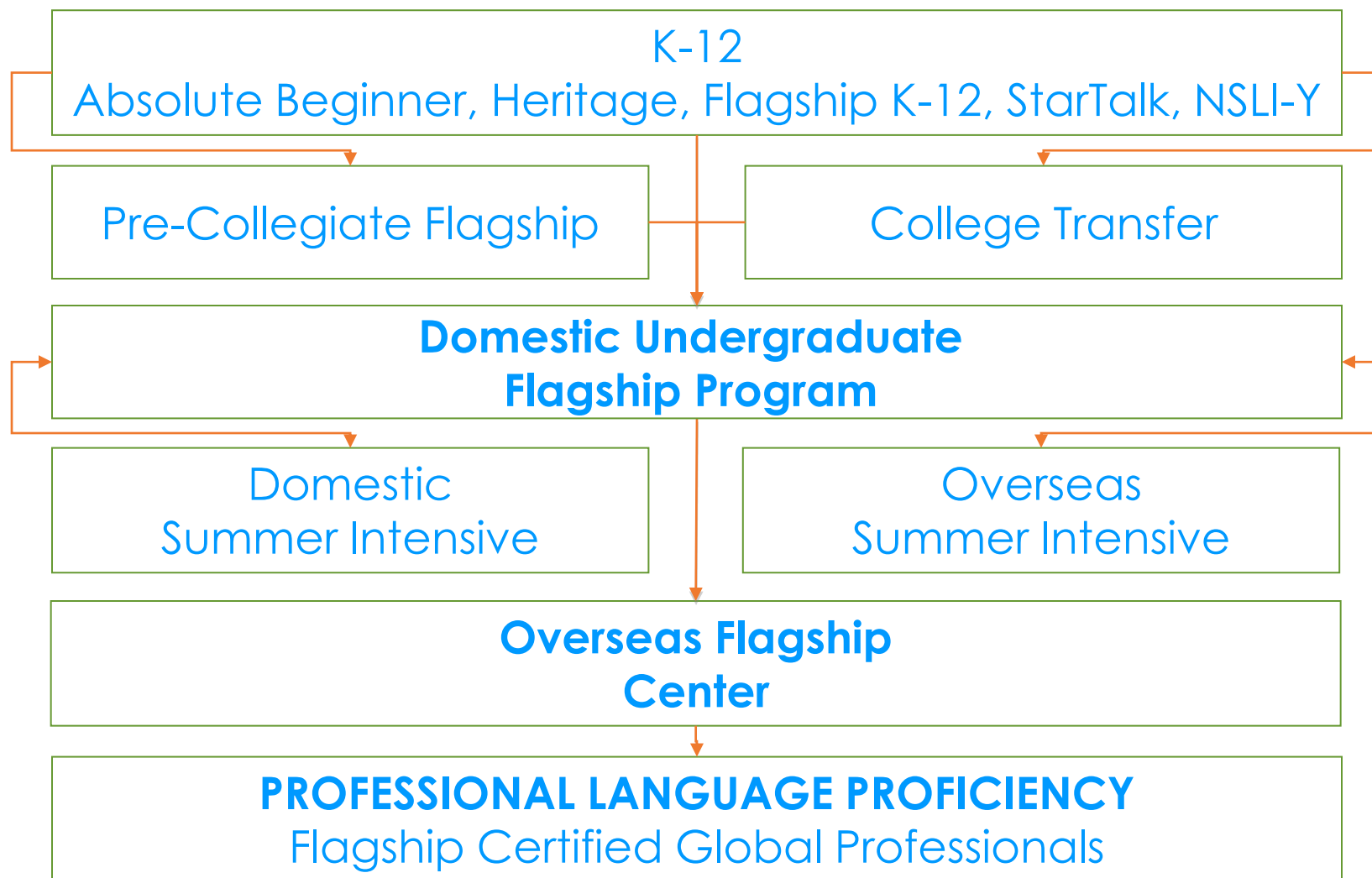
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The Undergraduate Model

THE FLAGSHIP DIFFERENCE

- Expectation of Success
- Coordinated domestic interventions that go beyond language classroom, including:
 - Group tutoring and individual tutoring
 - Guided co-curricular and extra-curricular activities
 - Content-based instruction throughout domestic program
 - Semi-autonomous learner tools
- Rigorous assessment tied to anticipated learner outcomes
- Common program goal of ACTFL Superior/ILR 3 proficiency and “Flagship Certification”

FLAGSHIP PATHWAYS



DOMESTIC FLAGSHIP PROGRAM

- Intensive and articulated language instruction on home campus
- Guided interventions designed to ensure exposure and compel practice in target language
- Weekly group and individual tutoring
- Integrated content-based instruction and courses across disciplines
- Immersive learning environments, such as language houses
- Cultural functions and events, which compel students to use and improve their language

DOMESTIC FLAGSHIP PROGRAMS

Arabic

- Michigan State University
- University of Arizona
- University of Maryland, College Park
- University of Oklahoma
- University of Texas, Austin

Chinese

- Arizona State University
- Brigham Young University
- Hunter College
- Indiana University
- San Francisco State University
- University of Mississippi
- University of Oregon
- University of Rhode Island
- Western Kentucky University

Chinese Flagship/ROTC

- Arizona State University
- Georgia Institute of Technology
- University of North Georgia

Hindi Urdu

- University of Texas, Austin

Korean

- University of Hawai'i, Manoa

Persian

- University of Maryland, College Park

Portuguese

- University of Georgia, Athens

Russian

- Bryn Mawr College
- Portland State University
- University of California, Los Angeles
- University of Wisconsin, Madison

Swahili

- Indiana University

Turkish

- Indiana University

OVERSEAS FLAGSHIP PROGRAM

- All Domestic Flagship students are trained to meet the standards for participation in a Flagship Overseas Center experience.
- All applicant Flagship students must take the Flagship battery of assessments.
- Flagship students must meet the minimum proficiency of ILR Level 2 or ACTFL Advanced in two modalities to be accepted to a Flagship Overseas Center experience.
- Student applications are reviewed by language-specific academic councils that ensure their preparedness for the program.

OVERSEAS COMPONENTS

Core Requirements

- Intensive directed language training in small groups
- Direct enrollment courses related to student's domestic major
- Meaningful professional internships and work experiences

Required Support Components

- Overseas Flagship Centers housed with peer universities
- Integrated homestays to maximize language use and integrated cultural program
- Regular weekly meetings with peer tutor and guided discussion groups with native speakers
- On-going evaluation (testing, site visits, teacher/tutor reports, portfolio development, self-evaluation), including bi-weekly Language Utilization Reports

OVERSEAS FLAGSHIP PROGRAMS

- Ankara University, Turkey*
- Jaipur Hindi Center, India
- Lucknow Urdu Center, India
- Korea University, South Korea
- Arab-American Language Institute in Morocco (AALIM) in partnership with Moulay Ismail University, Morocco*
- Nanjing University, China**
- Sao Paulo State University, Brazil
- St. Petersburg State University, Russia*
- Tianjin Normal University, China*
- University of Zanzibar, Tanzania*

* Administered by American Councils for International Education

** Administered by American Councils for International Education and Brigham Young University

FLAGSHIP DEVELOPMENTS 2013

- Welcomed first Flagship students to University of Arizona's Arabic Flagship Program
- First Portuguese Flagship Students completed study in Brazil
- Launched a second site in Chinese with opening of Flagship Overseas Center at Tianjin Normal University
- Implemented new enhanced curriculum at the Chinese Overseas Flagship Center in Nanjing
- Late 2013 competition for one or more new Chinese Domestic Flagship Programs, results to be announced by June 2014.



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Flagship Program Initiatives

FLAGSHIP/BOREN SCHOLARS

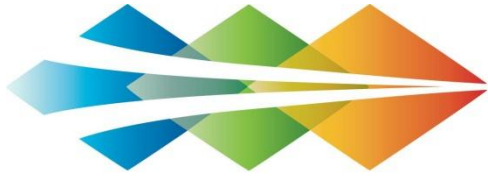
Flagship students have successfully competed for David L. Boren Scholarships. These Boren Scholarships provide students with resources to acquire language skills and experiences in areas critical to the security of our nation.

- Flagship/Boren Scholars commit to using their skills in federal service
- In 2013, NSEP awarded 20 Boren Flagship Scholarships for study at Overseas Capstone Centers

FLAGSHIP/ROTC

NSEP launched the Pilot Flagship/ROTC initiative in 2011 to improve access for ROTC students to Flagship program. This pilot addresses strategic need for military officers with high-level language and culture expertise.

- Three institutions participate in the pilot program: Arizona State University, the Georgia Institute of Technology (Georgia Tech), and University of North Georgia.
- In 2013, The Air Force ROTC launched an ROTC/Language Flagship initiative by awarding 15 scholarships to students studying Arabic, Chinese, Korean, Persian and Russian.
- In 2013, Army ROTC Cadet Command issued a memo detailing Army ROTC Language Flagship Scholarship arrangements



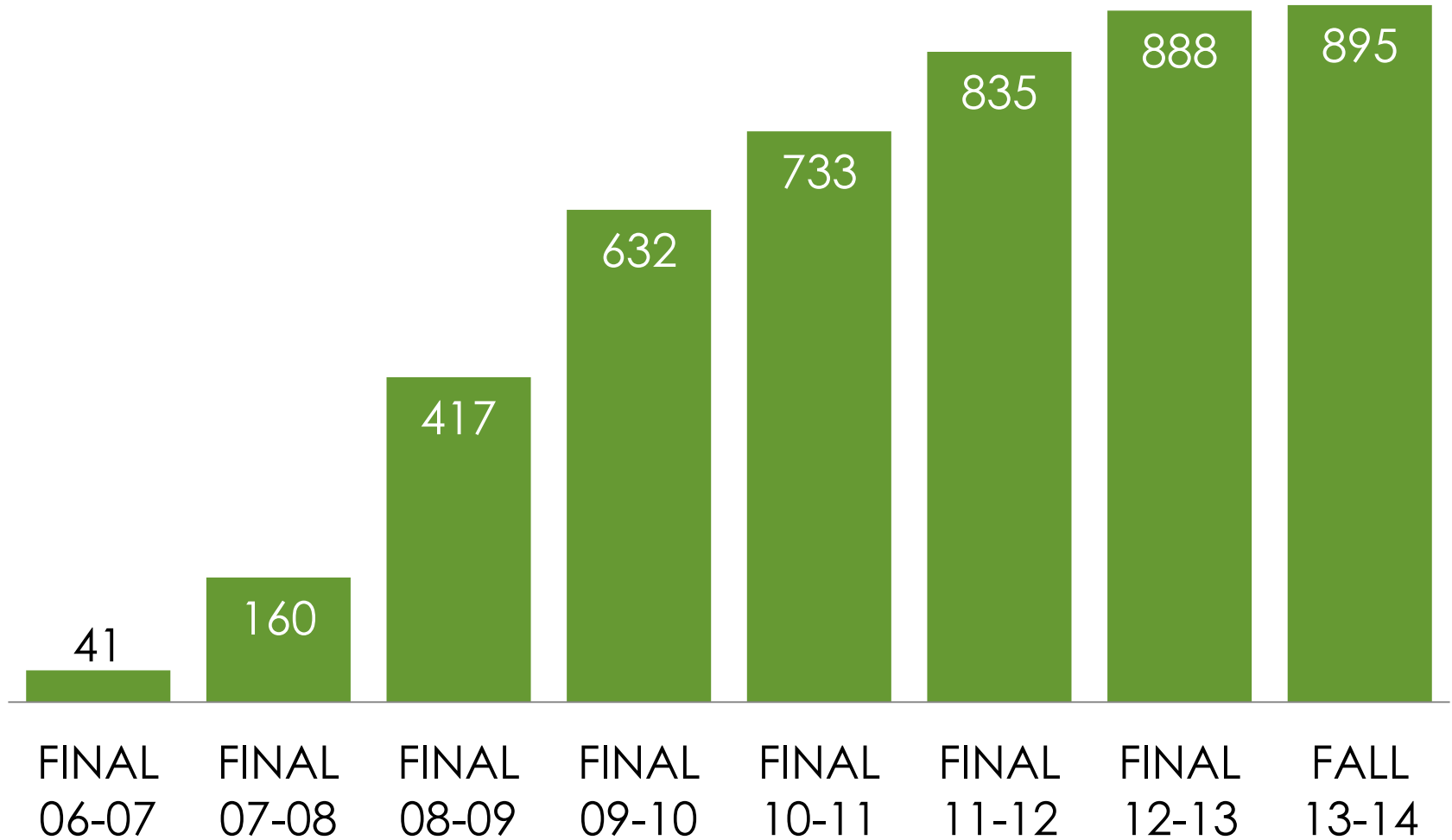
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Flagship Students

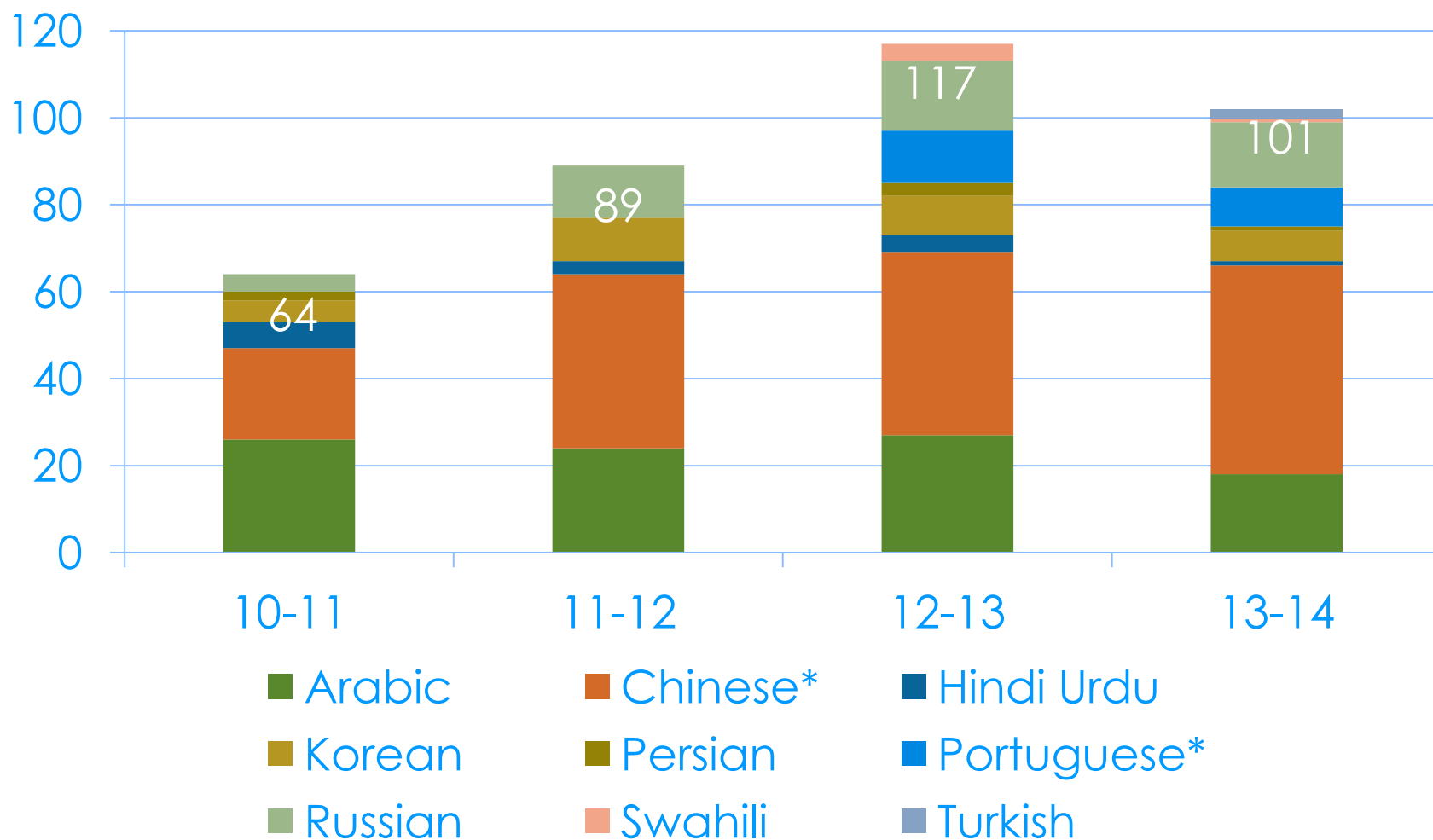
2006-2013 FLAGSHIP ENROLLMENTS



ENROLLMENT BY LANGUAGE

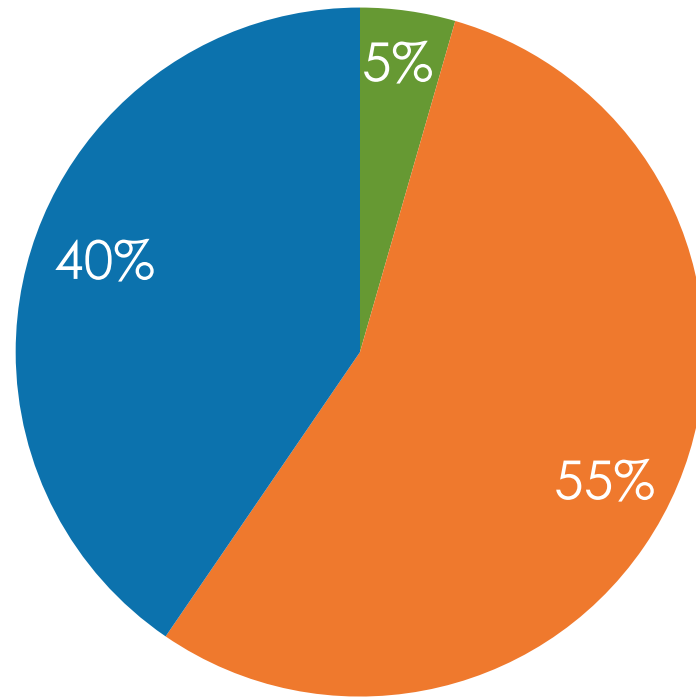
Flagship Language	2010-2011 Enrollment	2011-2012 Enrollment	2012-2013 Enrollment	Fall 2013 Enrollment
Arabic	269	235	182	159
Chinese	289	387	434	443
Hindi Urdu	32	24	22	27
Korean	31	29	37	48
Persian	30	18	14	12
Portuguese	0	16	55	55
Russian	82	118	128	121
Swahili	0	8	9	21
Turkish	0	0	7	9
	733	835	888	895

OVERSEAS ENROLLMENTS



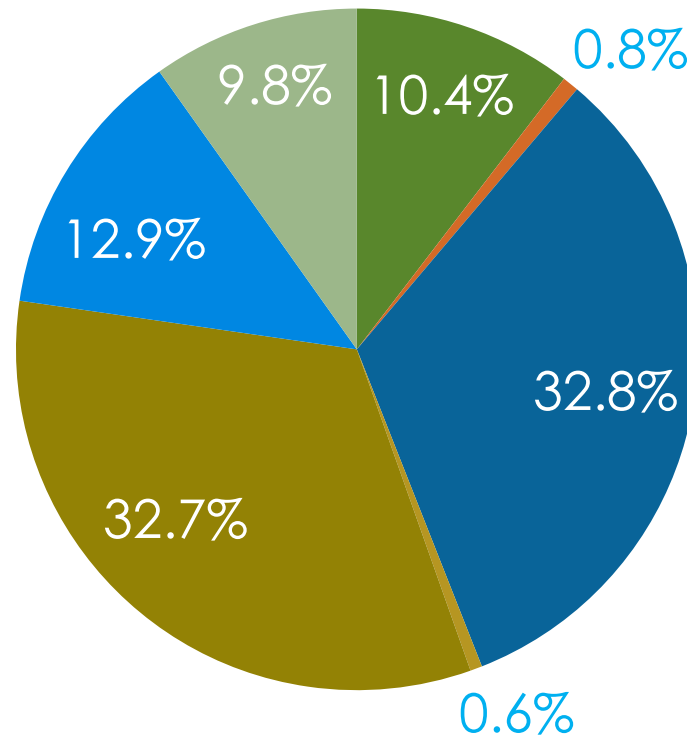
* Total includes students who began Overseas Flagship Study in January 2014

MAJORS OF FLAGSHIP STUDENTS



■ No Major Indicated ■ One Major Only ■ Two or More Majors

MAJORS OF FLAGSHIP STUDENTS



■ Business

■ Education

■ Humanities

■ Professional

■ Social Science

■ STEM



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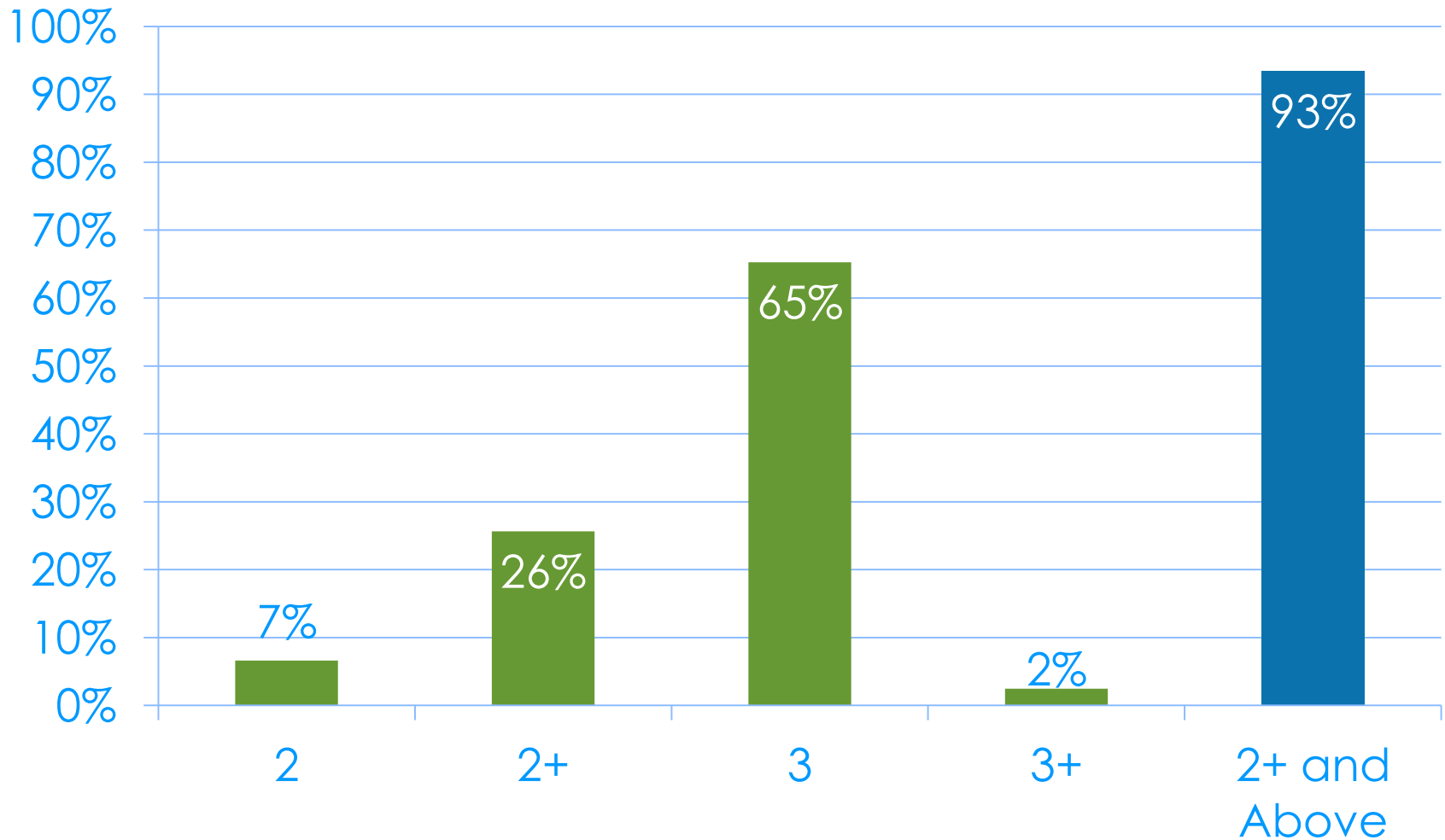
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Flagship Results

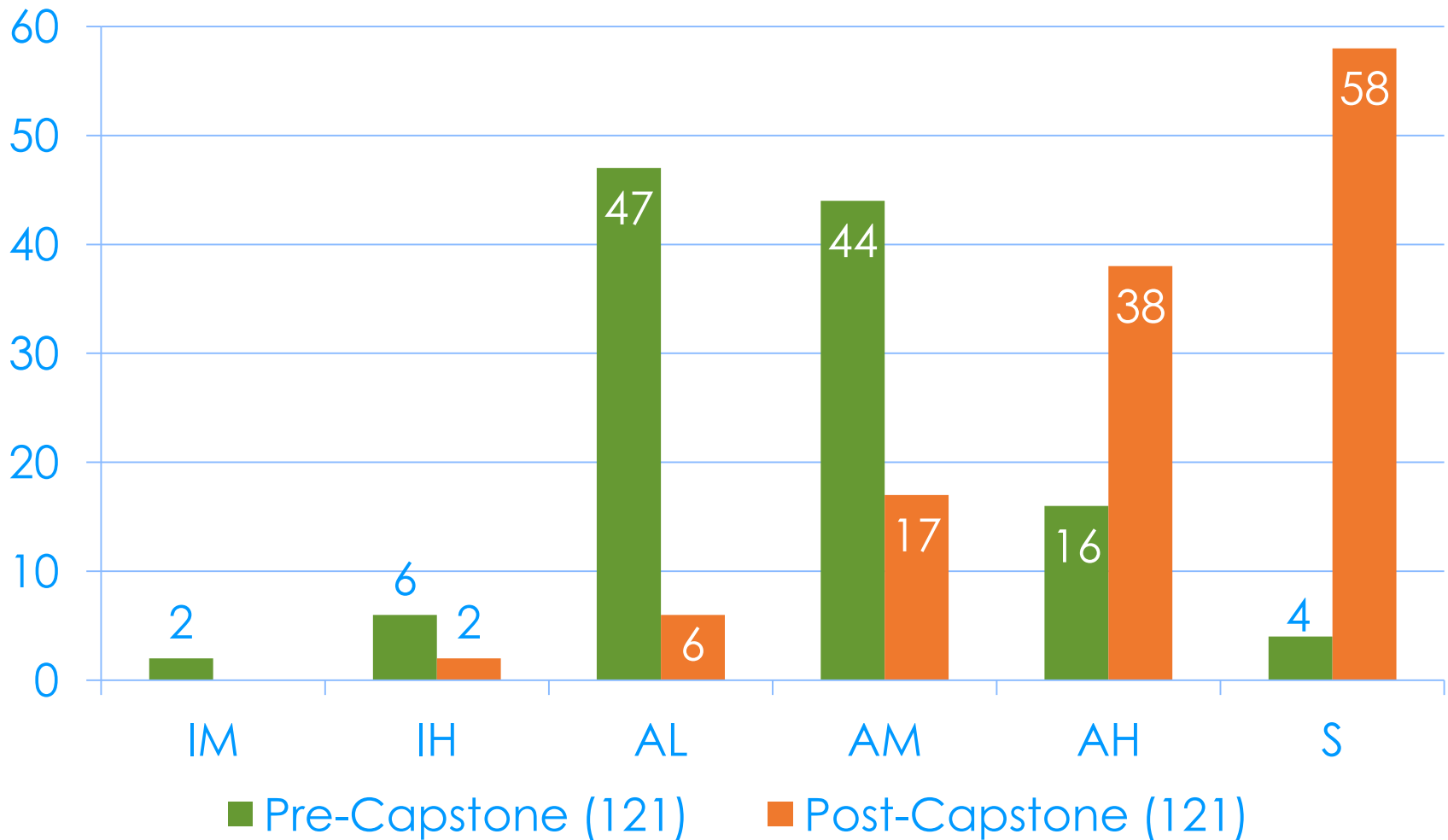
2013 HIGHLIGHTS

- In 2013, 117 undergraduate students completed the Flagship Overseas Capstone year.
- All 117 Overseas Flagship undergraduate students were required to take a pre-capstone Oral Proficiency Interview (OPI) scored on the ACTFL scale, and post-capstone OPI score on the ACTFL and ILR scales.
- Flagship participants who achieved an ILR 3 or higher on the OPI include students of Arabic (24), Chinese (26), Hindi (1), Korean (6), Persian (1), Portuguese (4), Russian (16), and Swahili (4).

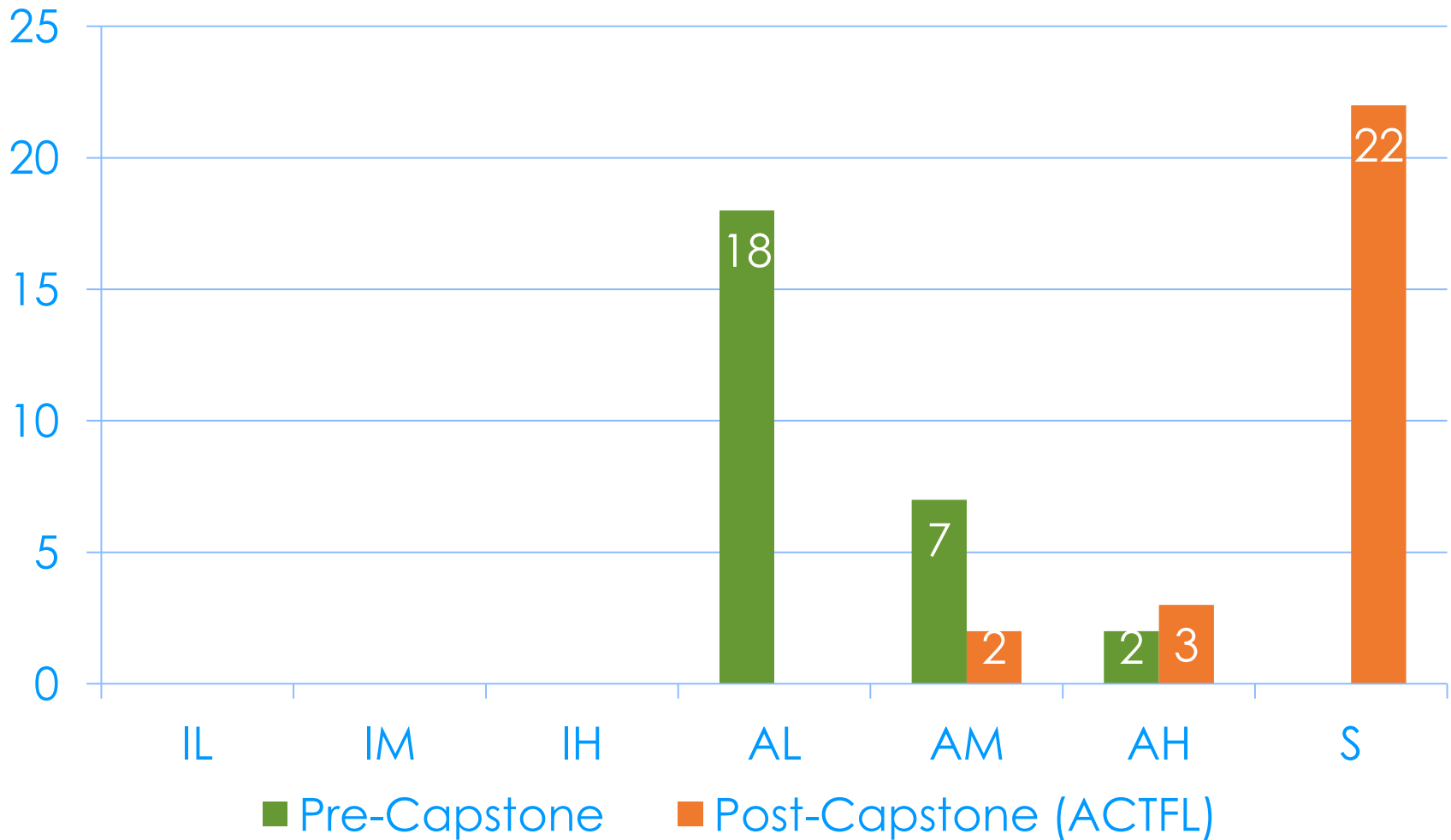
2013 EXIT SPEAKING PROFICIENCY



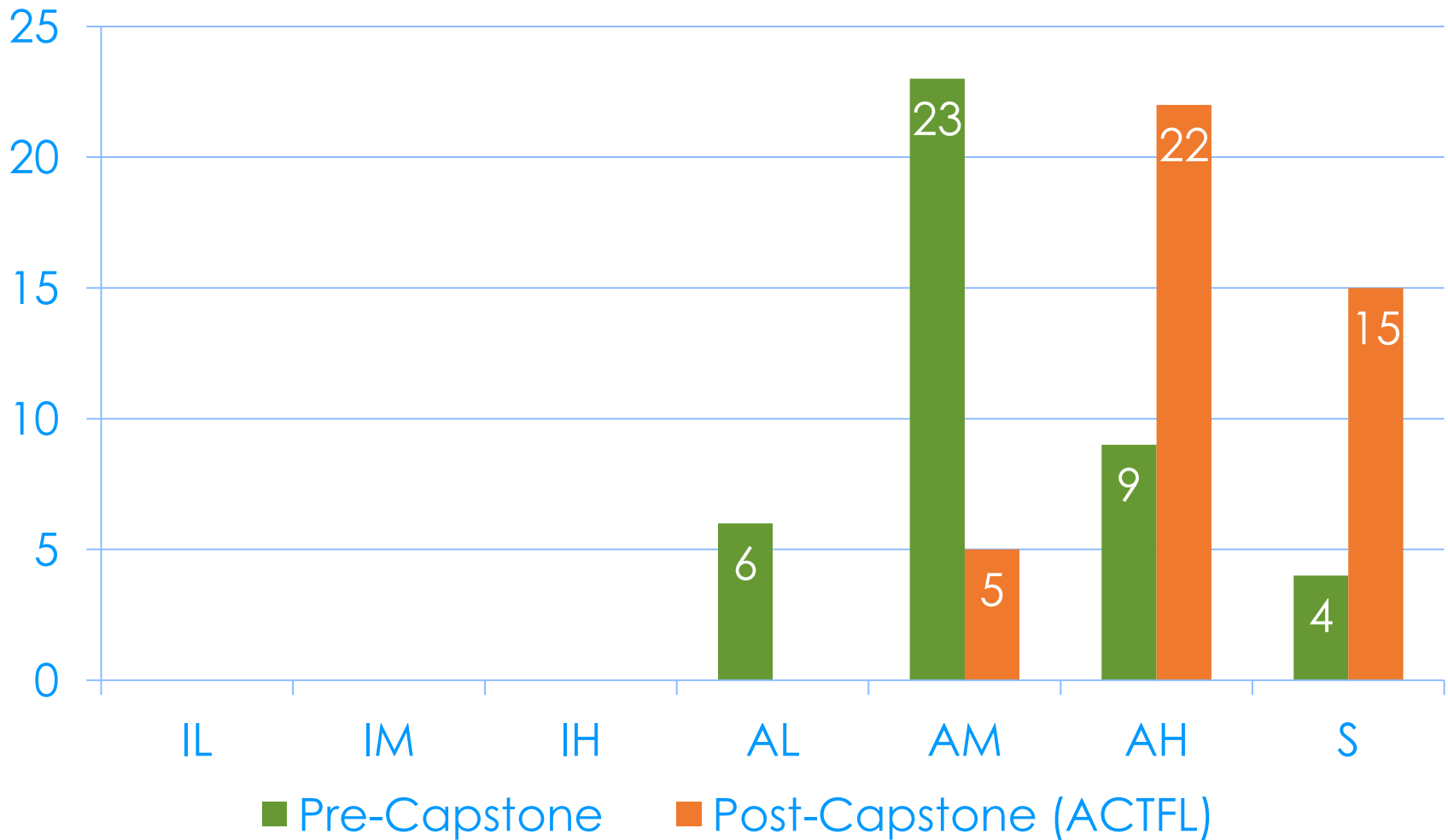
2013 STUDENT SPEAKING GAINS



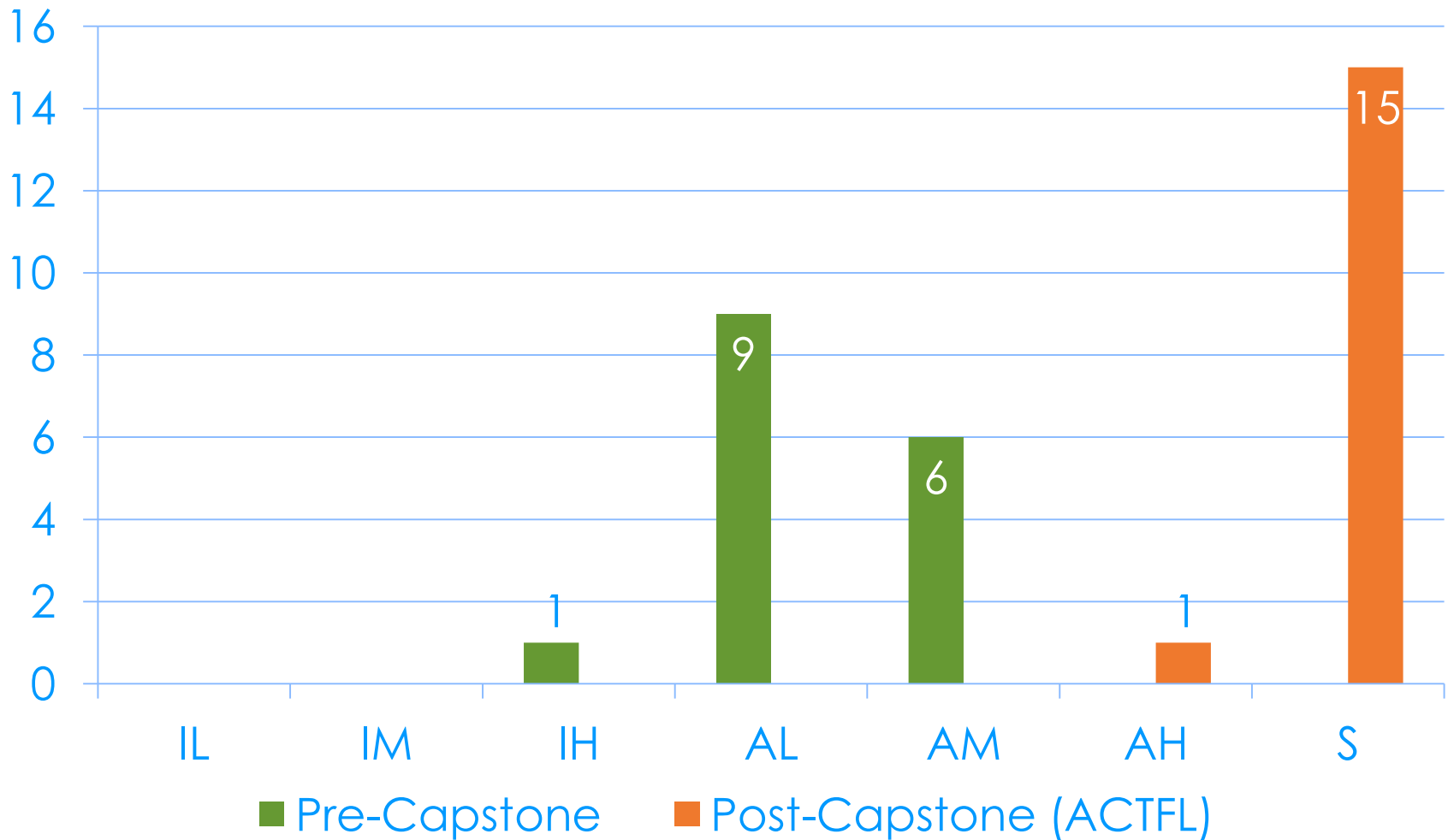
2013 ARABIC SPEAKING GAINS



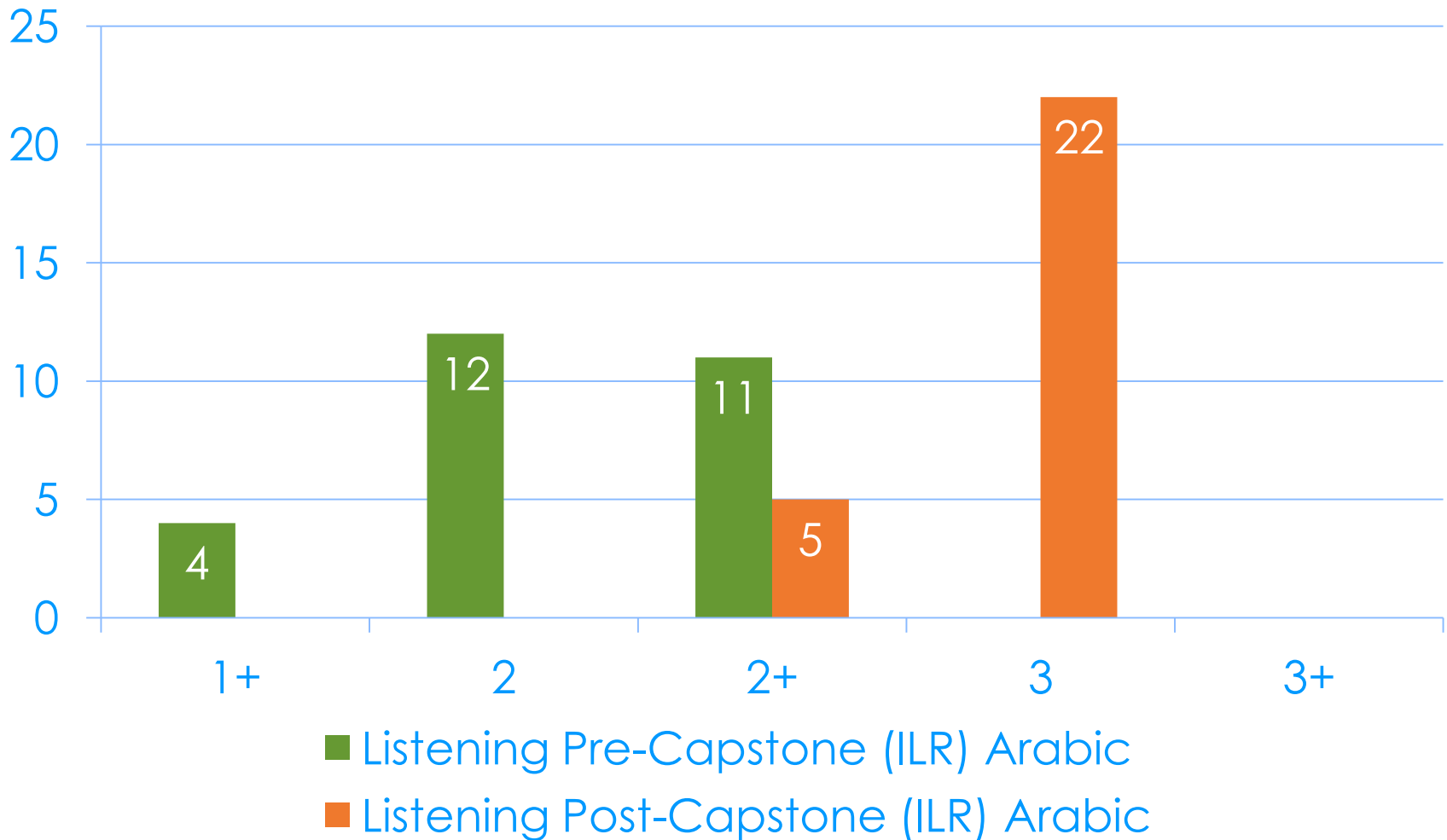
2013 CHINESE SPEAKING GAINS



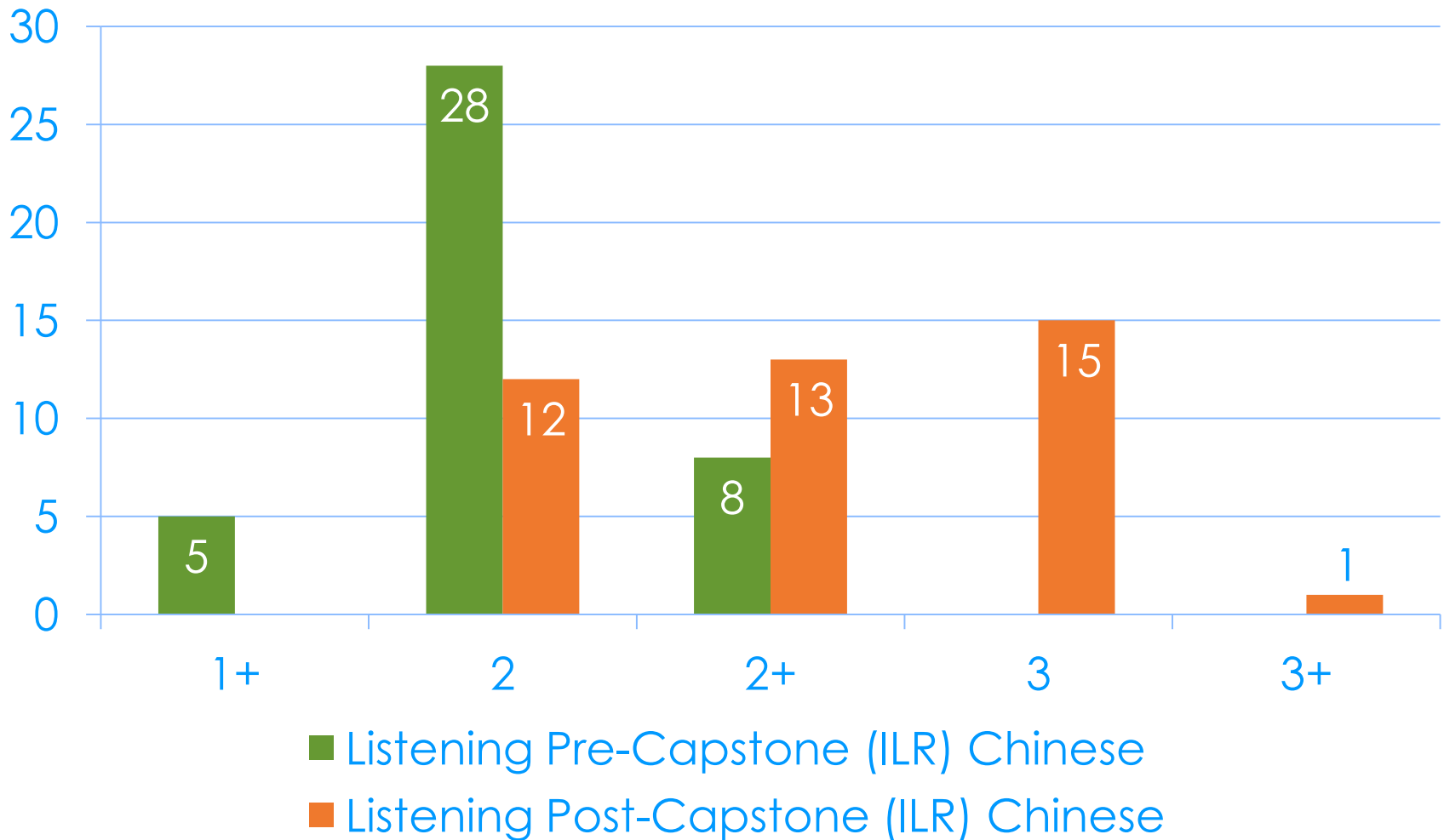
2013 RUSSIAN SPEAKING GAINS



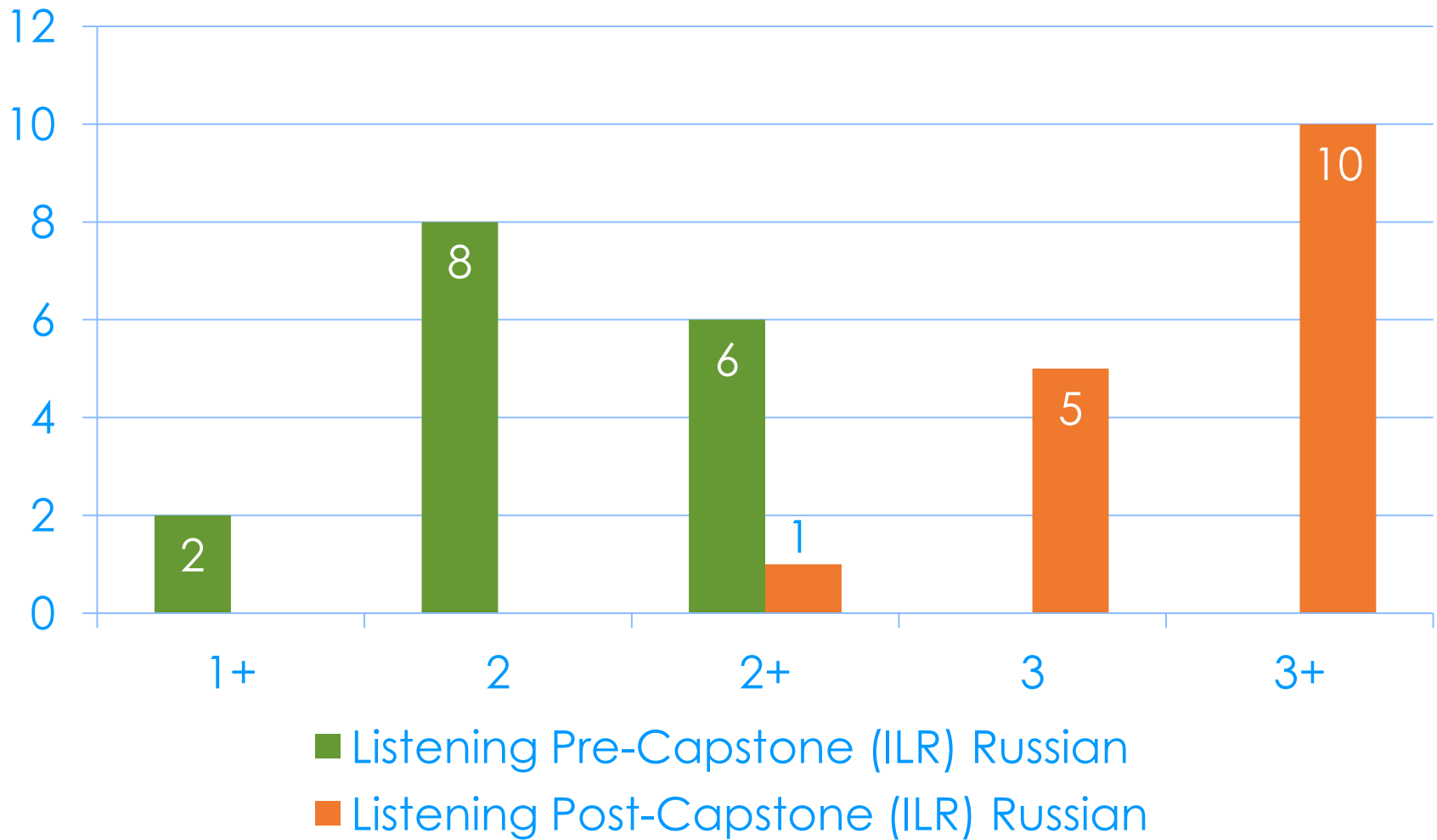
2013 ARABIC LISTENING GAINS



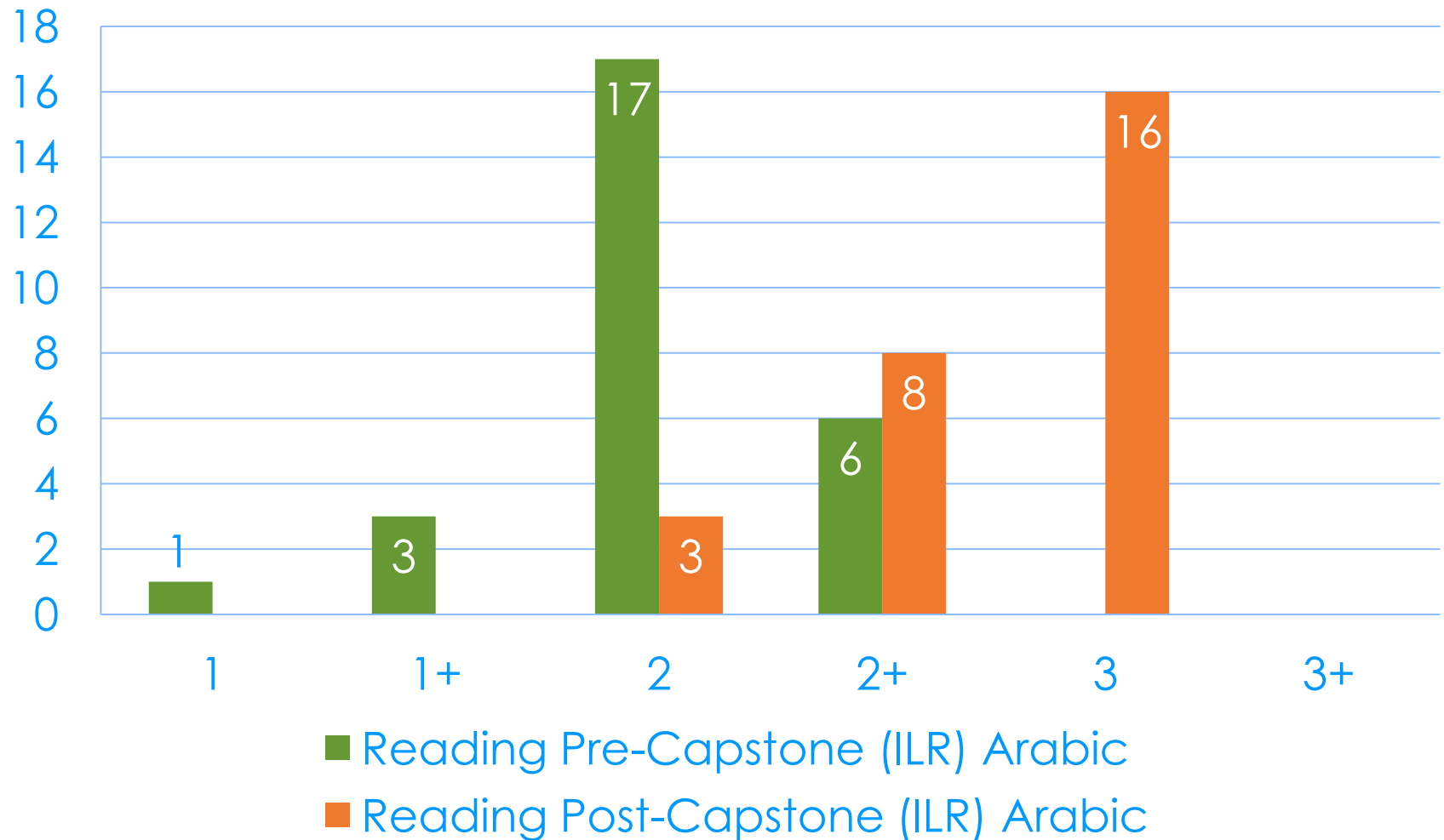
2013 CHINESE LISTENING GAINS



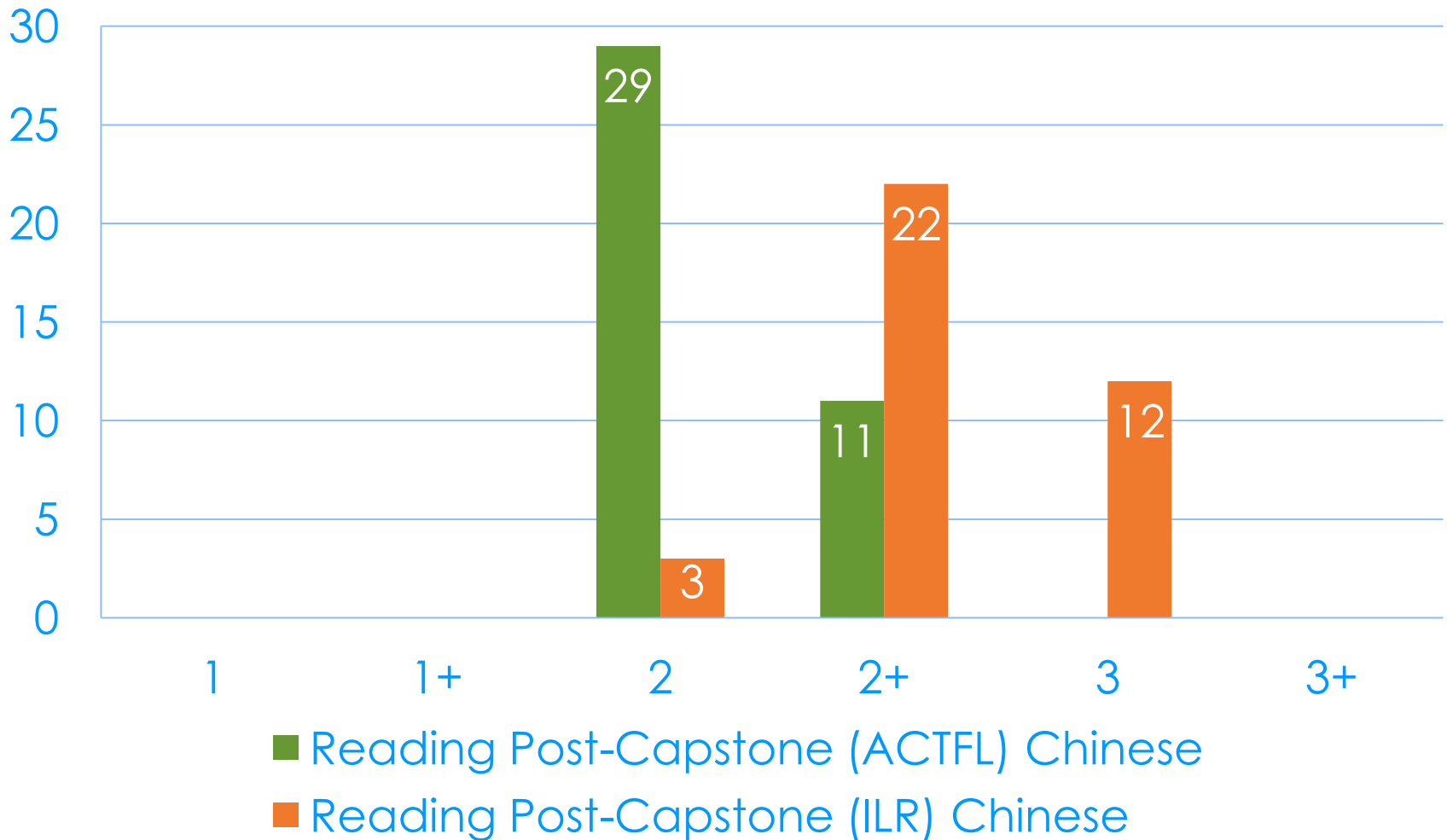
2013 RUSSIAN LISTENING GAINS



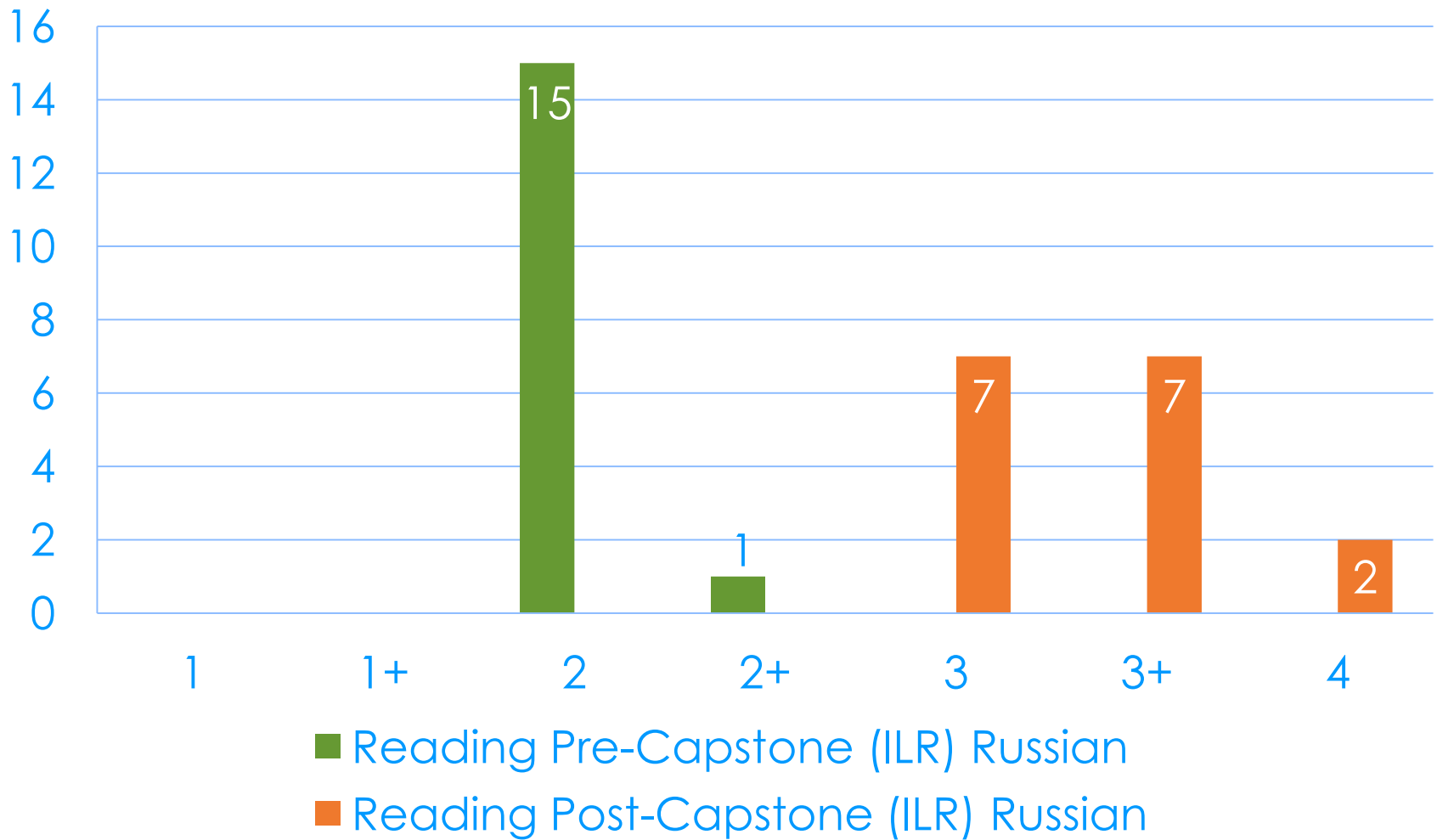
2013 ARABIC READING GAINS



2013 CHINESE READING GAINS



2013 RUSSIAN READING GAINS

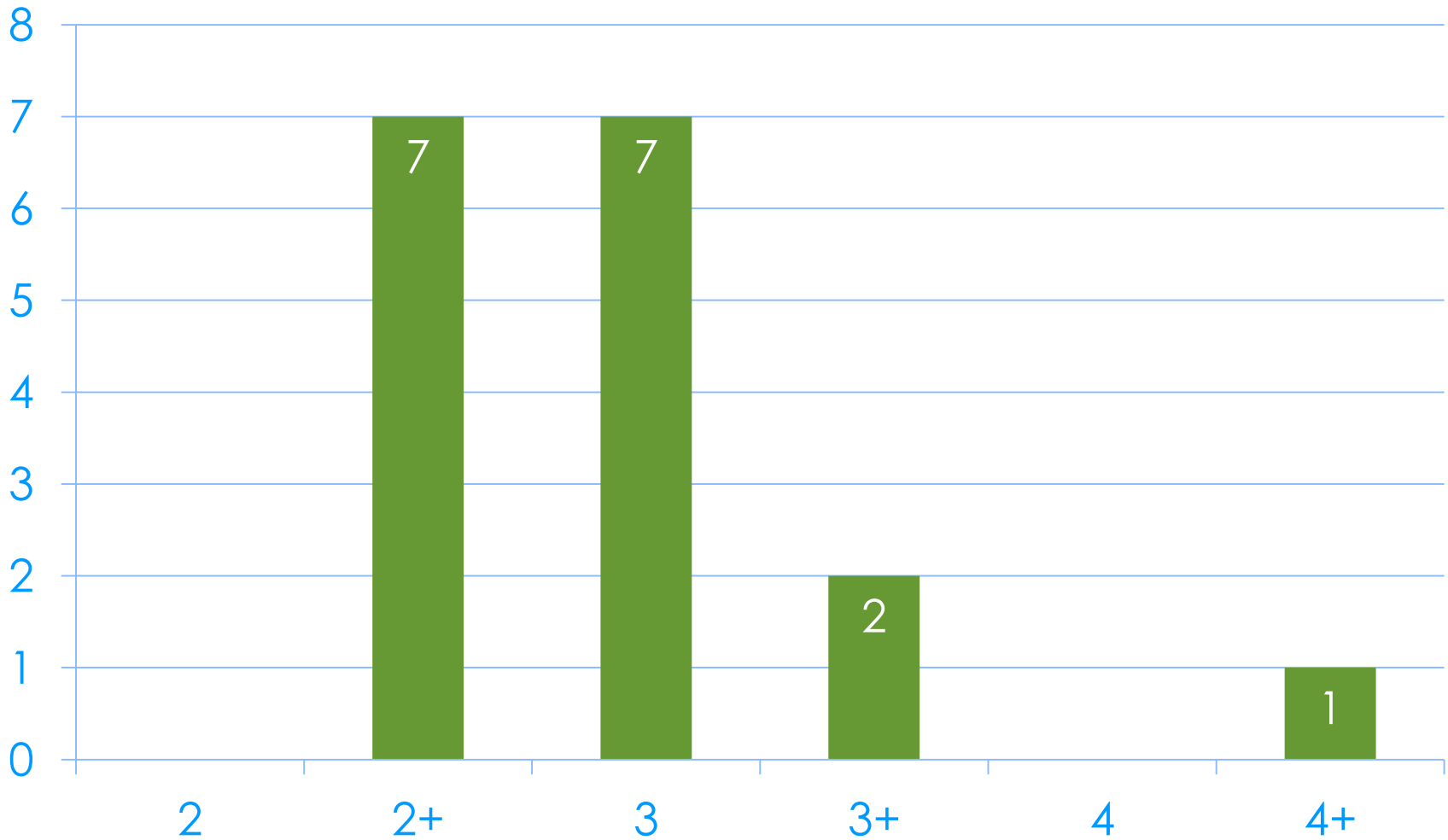


2013 FSI TESTING

Of the 117 undergraduate students who completed the Flagship Overseas Capstone year - 17 students took an FSI oral proficiency test, with:

- Speaking
 - 100% (17) scoring at or above ILR Level 2+,
 - 59% (10) scoring at ILR Level 3 or higher, and
 - 18% (3) scoring at ILR Level 3+ or higher.
- Reading
 - Of the 17 students - 6 (38%) received an ILR Level 3 or higher on their FSI reading assessment and 11 (69%) received an ILR level 2+ or higher on their FSI reading assessment.

2013 FSI SPEAKING RESULTS



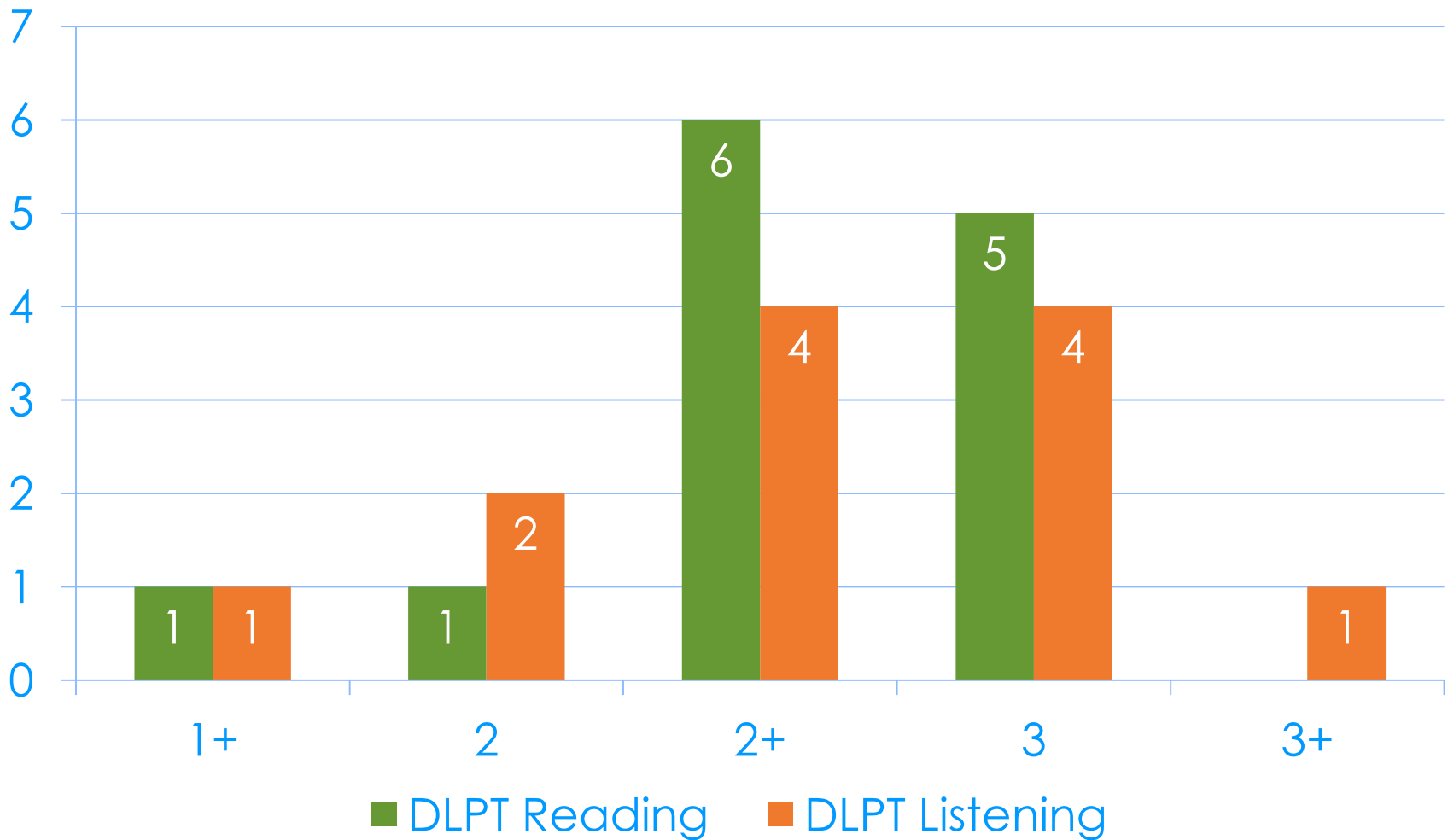
2013 DLPT TESTING

2013 returning Boren/Flagship Scholars took the Defense Language Proficiency Test for listening (13) and reading (12) skills.

The results for the students tested are:

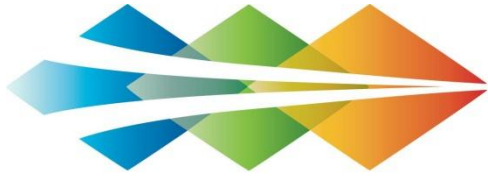
- Listening
 - 75% (9) scored an ILR 2+ or higher in listening, and
 - 42% (5) scored an ILR 3 in listening
- Reading
 - 85% (10) scored an ILR 2+ or higher in reading, and
 - 38% (4) scored an ILR 3 in reading

2013 DLPT RESULTS



2013 GOVERNMENT TESTING

- Looking at all the students tested either by FSI, DLPT or both – of that total:
 - 87% of the students tested demonstrated professional proficiency in at least one modality on either the FSI or DLPT tests, and
 - 100% of the students tested demonstrated working proficiency in at least one modality on either the FSI or the DLPT test.



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Flagship K-12 Investments

K-12 DEVELOPMENTS - CHINESE

- Flagship – Chinese Acquisition Pipeline (F-CAP):
 - Consortium managed by BYU and the State Education Office of Utah reaching state and local educational agencies and Flagship institutions across 20 states
 - Promoting dual-language Chinese immersion at the elementary level and articulated Chinese language and content learning for middle and high school levels.
 - Piloting AAPPL proficiency assessments for high school students studying Chinese at levels 2 (video chat only), 3, and 4 (complete battery) state-wide in Utah and South Carolina, and within several local education agencies across the U.S.

K-12 DEVELOPMENTS - CHINESE

- Portland Public Schools (PPS):
 - Over 1200 students in elementary through high school dual-language immersion and articulated middle and high school programs
 - Fully integrated assessment (87% of 8th graders Intermediate Mid or higher; 25% HS grads at Advanced Low or above for 2011-2012)
 - To date, 45 students from PPS program have matriculated into the University of Oregon Chinese Language Flagship. Of these students, 17 entered with Advanced-level Chinese language proficiency, 24 Intermediate, and four with Novice proficiency.

K-12 DEVELOPMENTS – ARABIC

MSU Arabic Curriculum Project

- Created a flexible standards-based, 32 thematic unit curriculum for secondary learners. Now developing a third level with 16 additional units.
- 75 teachers in 17 states have received professional development on the curriculum.
- 60 learners through Level 2 in three locations assessed this May on AAPPL.
- Levels 1 and 2 are now available online: <http://e-login.najjtech.com/>



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ASSESSMENT

DATA AND RESULTS

- Flagship Model relies on data for constant feedback and improvement
- Flagship reports annually our results to Congress, the National Security Education Board, and the public.
- We must have timely data from reliable proficiency assessments
- Using the Student Certification System and the Flagship Performance Report, Flagship is able to report easily on enrollments and student support.

ASSESSMENT INVESTMENT

- Since 2005, The Language Flagship has made significant investments in innovative Foreign Language Proficiency Assessments that can be used in the higher education and overseas language study environments.
- By the end of 2014, The Language Flagship will establish ILR-scored testing batteries in Speaking, Reading and Listening across all 10 Flagship languages, with capacity to administer online writing rubrics as well.
- Partners in developing, improving, and delivering assessment instruments for Flagship programs include American Councils for International Education, ACTFL/LTI, University of Texas, Austin, and Brigham Young University.

FLAGSHIP PROFICIENCY ASSESSMENT PROTOCOL – OVERSEAS CAPSTONE

- High Stakes Testing is implemented for Flagship Capstone Overseas pre-program selection and post program certification:
- Speaking: All overseas capstone participants must score at ILR 2 or above on the pre-program OPI delivered by ACTFL/LTI. For Flagship certification: students must score an ILR 3 in speaking on the post-program OPI delivered by ACTFL/LTI.

FLAGSHIP PROFICIENCY ASSESSMENT PROTOCOL – OVERSEAS CAPSTONE

- Reading and Listening: Online reading and listening tests developed by American Councils are delivered as pre- and post-program tests for students in the Arabic, Chinese, Persian, Russian and Swahili capstone programs. By end of 2014, Flagship will implement similar instruments for Hindi, Korean, Portuguese, Turkish and Urdu. Students must demonstrate ILR 2 ability in Reading or Listening and no less than ILR 1+ for admission to Capstone
- Writing: Writing samples are examined by selection committees to ensure writing proficiency sufficient to participate effectively in classes at overseas partner universities.

FLAGSHIP PROFICIENCY ASSESSMENT PROTOCOL – OVERSEAS CAPSTONE

- Host Country Testing
- Overseas Programs also integrate official Host Country language testing to assist students in academic and internship placements and to gauge progress according to local testing standards. These tests include:
 - Common European Framework of Reference for Languages (CEFR – Turkey)
 - Hànyǔ Shuǐpíng Kǎoshì (HSK – China)
 - Test of Proficiency in Korean (TOPIK – South Korea)
 - Test of Russian as a Foreign Language (TORFL – Russia)

FLAGSHIP PROFICIENCY ASSESSMENT PROTOCOL – SUMMER PROGRAMS

- Chinese Overseas Summer Programs: All sponsored Flagship students participating in intensive Chinese language overseas summer programs take the ACTFL scaled online reading and listening tests developed by BYU for pre- and post-program proficiency assessment.
- UT Austin Domestic Intensive Arabic Language Summer Program: All sponsored Flagship students participating in the UT Austin summer Arabic language program take the ACTFL scaled online reading and listening tests developed by UT Austin and BYU for pre- and post program assessment.
- All funded Flagship summer intensive language experiences are required to provide pre- and post program testing data from approved assessment instruments

FLAGSHIP PROFICIENCY ASSESSMENT PROTOCOL – DOMESTIC PROGRAMS

- Flagship Domestic Programs integrate a variety of proficiency testing mechanisms and related assessments to mark progress through a student's career. Commonly used testing instruments include:
 - Formal and Informal OPI's
 - Flagship sponsored assessment instruments
 - Host Country Instruments (HSK, TOPIK, etc)
 - Linguafolio and other portfolio assessment instruments
 - Other available proficiency tests

2013 ASSESSMENT DEVELOPMENTS

- American Councils Reading and Listening online assessments available June 2014: Hindi, Korean, Portuguese, Turkish and Urdu
- Agreement with ACTFL/LTI to score Flagship Capstone OPI's on ILR scale
- Discussion on multi-dialect OPI testing for Arabic Flagship Capstone students in Morocco learning Egyptian and Moroccan dialects along with MSA.

STUDENT CERTIFICATION SYSTEM

- Student Certification System (SCS) is a tool designed to track the progress of Flagship Undergraduate students and provide timely data on enrollment, assessment and program completion.
 - SCS is the sole mechanism used for Flagship Certification –.
 - The system currently has collected data on more than 1,300 Flagship Undergraduates, Flagship Alumni, and Flagship Certified students.
 - The system is undergoing a series of improvements, enhancements and data cleaning/verification exercises.

STUDENT CERTIFICATION SYSTEM



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Switch My profile Welcome Ed McDermott! Log Off ?

My Dashboard

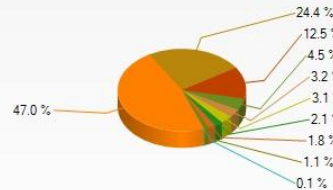
- STUDENTS
 - All Students
 - Invite a Student
- ASSESSMENTS
 - Enter Scores
 - Create/Modify Assessments
 - Create/Modify Scales
- STUDENT SUPPORT
 - Enter Support Values (\$)
- COURSES
 - Assign Students to Courses
 - Assign Courses to a Semester
 - Create/Modify Courses
- COHORTS
- USERS
- REPORTS
- SURVEYS
- MY FLAGSHIP

Student Concentration By Institution



Color	Institution
Orange	University of Texas at Austin
Brown	Indiana University
Red	University of Mississippi
Green	Brigham Young University
Light Green	University of Maryland at College Park
Yellow	Arizona State University
Dark Green	Michigan State University
Light Blue	Hunter College
Dark Blue	University of Hawaii
Teal	Western Kentucky University

Student Concentration By Language



Color	Language	Color	Language
Orange	Chinese (Mandarin)	Light Green	Hindi/Urdu
Brown	Arabic	Green	Persian
Red	Russian	Light Blue	Swahili
Green	Korean	Dark Green	Turkish
Light Green	Portuguese	Teal	Yoruba

Student Support By Institution



Color	Institution
Orange	University of Mississippi
Brown	University of Texas at Austin
Red	Indiana University
Green	Michigan State University
Light Green	University of Maryland at College Park
Yellow	Brigham Young University

RECENT STUDENT ACTIVITIES

Institutions: Languages:

3 Students invited recently


First Name	Last Name	Email	Institution	Language	Invited Date

FLAGSHIP/NFLC e-LEARNING PORTAL


- Flagship and National Foreign Language Center collaboration to create an e-learning portal
- Small investment made available over 11,000 learning and assessment objects to be used by learners and programs nationally.
- Flagship/NFLC e-learning portal has available more than 100 objects for each of Flagship languages.
- The Flagship Community lead by the Language Councils is determining how best to use this resource, and make them available to Flagship students.

FLAGSHIP/NFLC e-LEARNING PORTAL

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**NATIONAL FOREIGN
LANGUAGE CENTER**
UNIVERSITY OF
MARYLAND



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LANGUAGE

- Afan Oromo (80)
- Albanian (20)
- Amharic (141)
- Arabic, Egyptian (209)
- Arabic, Hassaniyya (30)
- Arabic, Iraqi (302)
- Arabic, Levantine (208)
- Arabic, Levantine (Syrian) (26)
- Arabic, Libyan (10)
- Arabic, Modern Standard (526)

[Show more](#)

LEVEL

- 0+/1 (164)
- 1+/2 (2523)
- 2/2+ (930)
- 2+/3 (6221)
- 3/3+ (100)
- 3+/4 (1813)

MODALITY

- Listening (6150)
- Reading (5354)
- Video (247)

Portal Lessons

Displaying 1 - 10 of 11751 [New search](#)

Material Type: Items per page: Skip items: [Reset](#)

Link	Language	Level	Modality	Topic		
Item Set-ABLAE01	Arabic, Egyptian	2/2+	Listening	Multiple		
Item Set-ABLAE02	Arabic, Egyptian	2/2+	Listening	Multiple		
Item Set-ABLAE03	Arabic, Egyptian	2/2+	Listening	Multiple		
Item Set-ABLAE04	Arabic, Egyptian	2/2+	Listening	Multiple		
Item Set-ABLAE05	Arabic, Egyptian	2/2+	Listening	Multiple		
Item Set-ABLAE06	Arabic, Egyptian	2/2+	Listening	Multiple		
Item Set-ABLAE07	Arabic, Egyptian	2/2+	Listening	Multiple		
Item Set-ABLAE08	Arabic, Egyptian	2/2+	Listening	Multiple		
Item Set-ABLAE09	Arabic, Egyptian	2/2+	Listening	Multiple		
Item Set-ABLAE10	Arabic, Egyptian	2/2+	Listening	Multiple		

1 2 3 4 5 6 7 8 9 ... next last >

2014 FLAGSHIP WEBSITE REDESIGN



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Educators & Administrators

At the core of The Language Flagship is the objective to change foreign language teaching and learning within the U.S. This commitment is evident in the work toward diffusion of successful Flagship practices throughout higher education, and the growing interest nationwide in Flagship language models at the K–12 level. Our goal is to spread a replicable program model that can be implemented for any language on any campus. The model is designed to increase the accessibility, scope and reach of advanced language learning and make Flagship language programming available to students across the U.S. Learn more about how to get involved with Flagship here.



The Next Generation of Global Professionals

Location

The Language Flagship is a national initiative to change the way Americans learn languages through a groundbreaking approach to language education for students from kindergarten through college.

Through a network of 26 Flagship Programs at 22 institutions of higher education across the U.S., The Language Flagship graduates students who will take their



www.thelanguageflagship.org

LANGUAGE FLAGSHIP GRANTEES

ARABIC

Michigan State University
University of Arizona
University of Maryland
University of Oklahoma
University of Texas, Austin
*Moulay Ismail University,
Morocco**

CHINESE

TBA

Arizona State University**
Brigham Young University
Georgia Institute of
Technology**
Hunter College
Indiana University
University of North Georgia**
San Francisco State University
University of Mississippi
University of Oregon
University of Rhode Island
Western Kentucky University
*Nanjing University, China***
Tianjin Normal University, China**

HINDI URDU

University of Texas, Austin
*Jaipur Hindi Flagship Center, India
Lucknow Urdu Flagship Center,
India*

KOREAN

University of Hawaii, Manoa
Korea University, South Korea

PERSIAN

University of Maryland

PORTUGUESE

University of Georgia, Athens
Sao Paulo State University, Brazil

RUSSIAN

Bryn Mawr College
Portland State University
University of California, Los
Angeles
University of Wisconsin, Madison
*St. Petersburg State University,
Russia**

SWAHILI

Indiana University
*State University of Zanzibar,
Tanzania**

TURKISH

Indiana University
*Ankara University, Turkey**

* Overseas Center managed by
American Councils for
International Education

** Pilot Flagship/ROTC Centers

*** Overseas Center managed
by Brigham Young University and
American Councils for
International Education



THE LANGUAGE FLAGSHIP

Creating Global Professionals

THE LANGUAGE FLAGSHIP

The Future of Flagship

PROJECTS IN DEVELOPMENT

In 2014, The Language Flagship will announce new award(s) for Chinese Domestic Flagship Centers.

Currently under way are two competitions, these include:

- “Comprehensive Survey of U.S. Foreign Language Enrollments: K-12 and Higher Education”; and
- “The Language Flagship Proficiency Initiative” to support projects that integrate Flagship proficiency assessment practices.

Both of these research initiatives add significantly to the information required to improve the foreign language field.

FLAGSHIP CHALLENGES

Continuing Challenges

- Increasing Enrollment in Domestic and Overseas;
- Documenting improvements in the Flagship Undergraduate Model;
- Improving the collection of results and the analysis of that data;
- Increasing the number of Flagship students completing federal service through Boren awards and ROTC;
- Institutionalizing the Flagship model on campuses, and
- Disseminating the model nationally.

FLAGSHIP STUDENT TESTIMONIALS

“After the Flagship Capstone Year I have become much more confident in all aspects and am now very comfortable with the language to a point that I feel I will be able to utilize my language skills in the professional world.”

“I have gone from zero knowledge of my Flagship language to superior-level proficiency in under four years of study.”

“The commitment I made to Flagship, both domestically and overseas, shaped my interest in the international realm and made me a more attractive job candidate. Working for the U.S. Department of Treasury allows me to combine my strengths and passions and improve people’s lives through my federal service.”

THANK YOU



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