

2007 U.S. LANGUAGE SUMMITS: TEXAS ROADMAP TO LANGUAGE EXCELLENCE

FRIDAY, JUNE 22, 2007

LANGUAGE SUMMIT NOTES

INTRODUCTION

With support from the Departments of Commerce, Defense, and Labor, the National Security Education Program (NSEP), through its Language Flagship institutions, is sponsoring the “2007 U.S. Language Summits: Roadmap to Language Excellence.” This series of coordinated sessions seeks to define the “landscape” of language in state and local contexts and characterize the demand for language skills that affect economic competitiveness and the capacity to deliver services and goods to local populations. The goal of this series of working sessions is to assess and address the economic, social and cultural imperatives for language skills and develop a set of “roadmaps” at state and local levels toward an effective incorporation of language education, at all levels, in the American education system. These roadmaps will underline the respective roles of business, education, and government in the necessary partnership to affect significant change. These sessions are being held at three venues throughout the U.S., hosted by the Flagship institutions in Oregon (University of Oregon), Ohio (The Ohio State University), and Texas (University of Texas, Austin).

The second of these sessions was hosted by the University of Texas at Austin on June 22, 2007. The session convened approximately 40 “demand-side” participants from large, medium, and small companies, as well as from local and state government agencies. Additionally, roughly 20 “solution-side” representatives of the education sector, the federal government and commercial language education providers participated. The following are the notes from the second all-day working session held in Austin, Texas. The bulk of the notes clustered around four groups with the following themes:

- Business with a domestic usage of languages (Group 1)
- Business with an international usage of languages (Group 3)
- Government services with both domestic and international usages of languages (Group 2 & 4)

The notes outline the results of the discussions of the demand for language, per these groups. It is followed by a review of predicted economic and demographic trends that will set the stage in five years in Texas for workforce needs. The group outlined obstacles facing possible solutions for companies and government agencies concerning language needs. At the end of the day, the group outlined a number of key demands for languages in the business sector and for government agencies. The “demand-side” participants “voted” for the top three demands for language needs which they would choose to focus on in the near term. The “solution-side” participants voted on their top three most feasible demands to respond to in the near-term future.

DEFINING THE CURRENT NEED FOR LANGUAGE SKILLS IN YOUR SECTOR GROUP 1

Group Theme: Business: Domestic Focus/Domestic Usage of Languages

Report Title: “Not Just Words”

1. What languages are needed in your respective organizations?

- Korean
- Spanish
- Urdu
- Hindi
- Mandarin
- English as a Second Language

Note: It is not just languages that are needed, it is also cultural understanding.

2. For what purpose and at what level of usage are these languages needed?

(i.e., basic communication of information; basic for management purposes; highly technical and critical in nature; etc.)?

Please synthesize the key areas, noting commonalities across different organizations.

- Languages/cultural understanding needed both internally and externally (but new internal language asset to work externally)
- New high level of oral/written proficiency for sales and customer service
- Use language and cultural awareness to identify business opportunities
- Working with public – education, healthcare, public safety, social services, etc.
- Accessing skilled workers who speak other languages

3. What are the opportunity costs to you and your clients/constituents associated with these language skills? (e.g., what deals cannot be sealed; what services can they not they, etc.)

- Need to be able to act quickly
- Hinders growth (i.e., moving from domestic to global opportunities)
- Unable to break into new markets created by changing demographics
- Lots of inefficiencies and wasted time
- Can't find workers employer can communicate with (affects both employer of lower and higher skilled workers)
- Real life and death – loss of life, lawsuits, etc., especially in the healthcare industry

4. What are your current solutions to these needs and challenges? (e.g., no solutions; hire in a translator or part-time aid/consultant; train internally; hire bilingual employees; etc.)

- Hiring people with skills
- Paying for premiums for language skills
- Employer-sponsored language classes
- Three-step translation: translator, editor, proofer
- Use translation services such as Language Line
- Don't have a lot of standards for translation. Big problem – current “solution” of languages taught in school (with the exception of Spanish) does not match needs (German and French instead of Mandarin and Hindi)

ADDITIONAL NOTES

- We had a lot of great examples across all questions.
- One theme: a lot of markets depend on language and cultural skills. If big companies don't fill them, mid-sized “niche” companies can and will (i.e., Banco Popular, Spanish-language business companies, etc.)
- Interesting factoid: 40% of hotels in Texas are owned by people who speak Hindi as a first language
- Theme: There are two types of businesses with respect to language – proactive and reactive. Reactive businesses might be underestimating costs of not having language competencies and these businesses might also overestimate costs of adding language competencies.
- Off-topic issue: schools have constraints in responding (because of the No Child Left Behind policy)

**TOP CHALLENGES IN YOUR ORGANIZATION THAT REQUIRE, OR COULD BENEFIT FROM,
LANGUAGE SKILLS: CURRENTLY AND IN FIVE YEARS**

GROUP 1 – BUSINESS: DOMESTIC FOCUS – CURRENT NEEDS (FROM A GROUP WRITTEN EXERCISE)

- Business side: employees' understanding of the client's demand in the particular interpreter
- Client's side: do not demand interpreters speak any language (we're only certified in certain languages)
- We need employees who speak many languages to work with a very diverse public customer base.
- We need new workers entering the workforce who can read, speak and write well in at least English and really in at least one other language.
- Spanish to respond to employee population
- Spanish-fluent programmers and coders for our technology company
- Spanish to respond to customers' needs
- Spanish-speaking customer representatives who can speak Spanish well enough to deal with Mexican Nationals moving to Texas
- Spanish for eligibility to determine eligibility for program
- Spanish teachers needed bilingual education (Urdu, Vietnamese, etc.)
- Spanish copywriting for websites and marketing elements: TV, radio, print, direct and online marketing, etc.
- Vietnamese for caseworkers to determine eligibility for various social service programs
- Our regional workforce needs language skills to be competitive both domestically and globally.
- International community: great need in different industries

GROUP 1 – BUSINESS: DOMESTIC FOCUS – FUTURE NEEDS (FROM A GROUP WRITTEN EXERCISE)

- Virtually the same language needs – lots of Spanish, but more dialects than what we currently serve
- 2017: Because we're a technology company, will need more Spanish fluent programmers/graphic designers.
- 2017: Because of influx of Mexican nationals will need more Spanish fluent customer representatives.
- 2017: Because of Hispanic market growth, will need more translations
- Spanish in the most industries
- Social services and healthcare will have to adapt to Spanish needs – all dialects!
- Spanish, Asian cultures, Vietnamese, Korean
- Spanish in the most industries
- Spanish, Mandarin, Hindi, Korean, Vietnamese
- Hindi, Vietnamese, Spanish
- Chinese for the global companies
- Russian
- Labor managed in trade agreements
- Legal definition – identification of digital media protection
- The need in 2012 will be in ensuring culturally competent policy makers in all levels of government and business
- More emphasis on global market, international business practices will have to be addressed

**DEFINING THE CURRENT NEED FOR LANGUAGE SKILLS IN YOUR SECTOR
GROUP 2**

Group Theme: Government: Domestic & International Focus/Domestic & International Usage of Languages

Report Title: “GPS: Government Por Servicios”

1. What languages are needed in your respective organizations?

- Spanish
- Korean
- Vietnamese
- Chinese
- Sign language
- English
- * refugee needs

2. For what purpose and at what level of usage are these languages needed?

(i.e., basic communication of information; basic for management purposes; highly technical and critical in nature; etc.)?

Please synthesize the key areas, noting commonalities across different organizations.

- Professional: legal, medical, business
- Technical: legal, medical
- Conversational: public outreach
- Teaching: access to government

Sectors

- Healthcare and Human Services
- Employment and training services
- Judicial: frontline, translation
- Business: Government & Economic Development
- Law Enforcement
- Education

3. **What are the opportunity costs to you and your clients/constituents associated with these language skills?** (e.g., what deals cannot be sealed; what services can they not they, etc.)

- Bilingual vs. fluent
- People not having access to services (Reverse discrimination - i.e., stipends)
- Poor translation
- Having immediate access
- Losing employees with language skills because of low salaries
- Cultural competency
- Toyota coming to Texas: it took 10 years to negotiate that deal; should have been shorter

4. **What are your current solutions to these needs and challenges?** (e.g., no solutions; hire in a translator or part-time aid/consultant; train internally; hire bilingual employees; etc.)

- None noted.

**TOP CHALLENGES IN YOUR ORGANIZATION THAT REQUIRE, OR COULD BENEFIT FROM,
LANGUAGE SKILLS: CURRENTLY AND IN FIVE YEARS**

**GROUP 2 – GOVERNMENT: DOMESTIC & INTERNATIONAL FOCUS – CURRENT NEEDS (FROM A
GROUP WRITTEN EXERCISE)**

- Forms in Spanish
- Need for Spanish speakers: we have direct contact with Spanish-speaking businesses and government agencies
- Spanish: communicating at a public facility to encourage client to use computers for job search
- We need competent skilled individuals that can conduct healthcare eligibility interviews in Spanish.
- Demand for additional Spanish-speaking social workers, case managers, etc.
- Public education teachers, counselors and administrators.
- Demand for ESL services and classes that help address barriers for clients (i.e., time constraints, transportation, childcare, etc.)
- Assistance for self-represented litigants
- Translation in the courts, especially in the criminal and family courts
- We need bi-lingual staff – basic level so to be able to communicate with clients.
- Need for fluency in languages – not only working knowledge
- Sign skills – comfort when addressing clients with this barrier
- Written materials in different languages
- Staff trained in various languages other than English and Spanish
- Need for Chinese speakers – growing marketing and we have direct contact with Chinese business and government
- Korean – communicating documents for the registered job seeker
- We need individuals that can conduct healthcare eligibility interviews in Vietnamese.
- Demand for multi-lingual service provision (i.e., harder to meet language needs for clients and customers who speak a language other than Spanish and English)

GROUP 2 – GOVERNMENT: DOMESTIC & INTERNATIONAL FOCUS – FUTURE NEEDS (FROM A GROUP WRITTEN EXERCISE)

- 2017: “Hispanization” of the culture in the state of Texas
- Spanish continues as number one need in Texas
- Spanish for business
- Change the paradigm in schools to teach conversational Spanish at early education.
- Continuing increased need for Spanish speaking service providers
- 2012 – 1017: all levels of government (justice system, law enforcement) will require translators
- Chinese continues to emerge as a top language need
- Increased cost
- Greater gap regarding language needs
- Less bilingual staff: greater demand for all levels basic to human social services, etc.
- Possible increased diversity in immigrants coming to U.S.; need additional language and multi-lingual workers or services
- A more diverse healthcare candidate for employment (i.e., has degree, can speak multiple languages, good people skills, etc.)
- A more diverse healthcare candidate for higher employment (i.e., managers, supervisors, VPs, etc.)
- Chinese for business
- Arabic for business

**DEFINING THE CURRENT NEED FOR LANGUAGE SKILLS IN YOUR SECTOR
GROUP 3**

Group Theme: Business: International Focus/Global Usage of Languages

Report Title: "Lost in Translation"

1. What languages are needed in your respective organizations?

- Spanish
- German
- Arabic
- Chinese
- French
- Vietnamese
- Polish
- Korean
- Japanese
- Russian
- Indian
- Hebrew
- Portuguese
- Tagalog

2. For what purpose and at what level of usage are these languages needed?

(i.e., basic communication of information; basic for management purposes; highly technical and critical in nature; etc.)?

Please synthesize the key areas, noting commonalities across different organizations.

- Basic communication (day-to-day language)
- High-level proficiency (to negotiate contracts, sales)
- Specialized terminology (driving vocabulary for truckers)
- Writing/reading skills (Internet Websites, email, live chat)
- Cultural competence (basic business practices, attracting new business)

3. What are the opportunity costs to you and your clients/constituents associated with these language skills? (e.g., what deals cannot be sealed; what services can they not they, etc.)

Costs

- Lost in translation – “We don’t know what we’re missing”; losing a deal, a new market
- Lost productivity – pulling a stockperson to assist a customer

Opportunity gain

- Dallas company got a Portuguese restaurant chain because no one in Houston would speak to the representative

4. What are your current solutions to these needs and challenges? (e.g., no solutions; hire in a translator or part-time aid/consultant; train internally; hire bilingual employees; etc.)

Current Solutions

- Companies fund foreign language training
- Companies require foreign language training
- Building individual development plans as an incentive
- Actively attempting to mirror community
- Requiring employees to do business in the target language

Future Solutions

- Start learning foreign language in elementary schools
- University students should obtain dual degrees in language and content
- Study abroad for students and teachers
- Educate leadership

ADDITIONAL NOTES

In all my interviews in Houston, cultural competency was the primary concern, even more so than the language. In our breakout sessions, however, the issue of people having all 5 skills in the language (especially writing) was a major point. Also, it seemed like businesses are moving away from just needing “basic conversational skills” and moving towards needing skills that “run the gamut” from basic to high to fluent. (Traci Andrighetti, Graduate Research Associate, Texas Language Summit, University of Texas at Austin)

**TOP CHALLENGES IN YOUR ORGANIZATION THAT REQUIRE, OR COULD BENEFIT FROM,
LANGUAGE SKILLS: CURRENTLY AND IN FIVE YEARS**

GROUP 3 – BUSINESS: INTERNATIONAL FOCUS – CURRENT NEEDS (FROM A GROUP WRITTEN EXERCISE)

- Spanish: for business development with Mexico and South America
- Spanish: for customer service
- Spanish: communication internally and with customers
- Spanish, Russian, Polish: to communicate with truck drivers
- Field supervisors need ability to speak Spanish
- We serve three of the largest states re: Hispanic population. We need Spanish-speaking employees.
- Asian languages and cultural knowledge
- Chinese for business development
- Chinese for day-to-day business dealings
- Filipino, Indian: to communicate with customer service call centers
- Korean: business development and local communication
- A bilingual employee in the travel industry is most valuable, thus our need is constant.
- Need employees with the ability to learn basic conversation in languages easily
- Need foreign language in the United States who can correspond with other countries
- Need Americans who can speak foreign languages for start-up business in other countries
- Top 15 languages for translation
- Writing skills are not at the same level of the verbal fluency; this creates problems in our handling of the business.
- Localization of Websites and ads when running ads in North America – being able to minimize grammatical mistakes in French or Spanish
- When we keep track of sales contacts in other countries, we need to verify address formats, telephone numbers, contact information and print correct labels.

GROUP 3 – BUSINESS: INTERNATIONAL FOCUS – FUTURE NEEDS (FROM A GROUP WRITTEN EXERCISE)

- Specific languages: Chinese, Indian dialects, Spanish, Persian
- Spanish, Asian languages will remain the top needed languages
- Need employees to be bilingual: Spanish and English
- Arabic
- Specific industries: technology/technical, healthcare, education, consumer
- Communicating through technology more Webinars to PowerPoints
- Business leadership will recruit from colleges and universities that integrate study abroad and career/vocational studies
- Recruitment of diverse backgrounds
- Customer service
- Leaders/management
- Technical skills will be paired with language skills
- Bilingual abilities will be compensated consistently, across industries
- Financial integration skills in Spanish; communication in eastern European languages (Polish/Russian for drivers; marketing communication abilities in multiple languages
- Private schools provide “leadership”; public schools provide “workers”
[Counter Comment: what does this mean?? Was this mis-stated?? Signed, public schools]

**DEFINING THE CURRENT NEED FOR LANGUAGE SKILLS IN YOUR SECTOR
GROUP 4**

Group Theme: Government: Domestic & International Focus/Domestic & International Usage of Languages

Title Report: “The Need for Language Proficiency to Deliver Service”

1. What languages are needed in your respective organizations?

- Spanish
- Vietnamese
- Korean
- Arabic
- Creole
- Sign Language
- “Street” technical language (i.e., medical, legal, etc.)

Of all languages, Spanish is the predominant language needed. Sign language is also needed, Tex-Mex and technical language (i.e., medical, legal, etc.)

2. For what purpose and at what level of usage are these languages needed?

(i.e., basic communication of information; basic for management purposes; highly technical and critical in nature; etc.)?

Please synthesize the key areas, noting commonalities across different organizations.

- Basic information services (i.e., social services, legal, real estate, emergency situations, etc.)
- Precise translation and interpretation (for customer service, certified translation of documents with a high proficiency in skill and translation; need interpretation classes)
- Cultural awareness and competency in the work environment

3. **What are the opportunity costs to you and your clients/constituents associated with these language skills?** (e.g., what deals cannot be sealed; what services can they not they, etc.)
 - Exclusion of eligible participants for various services (i.e., medical, legal, etc.)
 - Customer service
 - Cost to taxpayer
 - Human cost: suffering, loss of benefits, loss of time, loss of information
 - Use of staff
 - Use of children
 - Confidentiality issues
 - Human and personal isolation and frustration when they are not part of assimilation and not engaged, creating a sense of alienation
 - Inefficient use of resources
 - Disability and impairment issues as they overlap with language

4. **What are your current solutions to these needs and challenges?** (e.g., no solutions; hire in a translator or part-time aid/consultant; train internally; hire bilingual employees; etc.)
 - Offering compensation, pay and/or flex time for bilingual staff
 - Develop in-house training and offering in-house interpretation classes
 - Contract services with Language Line
 - Implementing recognition program
 - Hiring (preferred) bilingual employees

**TOP CHALLENGES IN YOUR ORGANIZATION THAT REQUIRE, OR COULD BENEFIT FROM,
LANGUAGE SKILLS: CURRENTLY AND IN FIVE YEARS**

**GROUP 4 – GOVERNMENT: DOMESTIC & INTERNATIONAL FOCUS – CURRENT NEEDS (FROM A
GROUP WRITTEN EXERCISE)**

- Fluent Spanish speakers culturally representing the population we serve in Travis County (i.e., competent Spanish speakers matching the “faces” of the population we serve)
- We need to train English-speaking staff in Spanish.
- Spanish: translate higher level documents into Spanish
- Spanish language interpreters and retention of interpreters
- Training of Spanish language interpreters
- Translation of public notices to Spanish
- Spanish for clients and applicants
- Spanish conversational communication with elderly
- Spanish command of real estate terminology
- Foreign languages – Cambodian, Vietnamese
- Vietnamese
- We need translation for medical appointment screening and results.
- Employees’ understanding how to read multiple languages (i.e., Spanish, Vietnamese).
- Multiple languages for emergency and after-hours needs
- We need to work on “cultural awareness” training in context of customer and client services.
- Written translation for program materials
- Need more elected and/or public officials representing the majority population in Travis County

GROUP 4 – GOVERNMENT: DOMESTIC & INTERNATIONAL FOCUS – FUTURE NEEDS (FROM A GROUP WRITTEN EXERCISE)

- Asian/Middle Eastern
- Asian languages
- Use of training of Asian culture
- Vietnamese
- Spanish and Vietnamese cultural and interpretive training
- Demand for documents and data in Spanish and other international requests for data
- Compensation for Spanish language interpreters
- Looking at 2012, the types of language needs will be the same, but more intense
- From a regional labor market perspective, we will need more people who are competent in a second language – English or another language.
- From a regional labor market perspective, we will have many more workers who need English skills (both English native speakers and people speaking English as a second language).
- Training to workers who are not multilingually trained
- “Best Qualified” employees: how can we handle without language barrier?
- How can we help international employees with English?
- Training: interpretation, translation
- Sign language

**KEY QUESTIONS FOR THE DEMAND-SIDE PARTICIPANTS,
FROM THE SOLUTION-SIDE PARTICIPANTS**

What language, level and what do you need these languages for?

- What level of language level(s) is/are needed? For what types of positions?
- What are the primary languages needed in the workplace?
- Which language groups (i.e. East Asian, European) do you use now? Do you envision any changes to these groups/languages in the next 5 years?
- Types of languages needed; types of skills needed most (speaking, reading, listening, and culture); how often do people speak/use languages in your workplace?
- What languages are you most needed in your company?
- Which languages does your organization need the most?
- What language skills do you need: speaking/listening; reading/writing?
- What types of language skills are important beyond Spanish?
- What is your focus/need for language?
- What proficiency level?
- Proficiency level
- What are critical areas for cultural competence?
- Balance in language and specialty at the workplace
- Knowledge in target culture
- How does your organization use employees with multilingual skills?
- Where do language skills play a role in your organization? (general, not foreign language)
- What do you need language-skilled employees to do (tasks at works)?
- Do you need employees to have speaking skills more than writing skills?
- Getting beyond introductory language courses – attaining actual fluency
- Fluent ability to communicate in the language other than English
- What type of “balance” are you looking for (expertise in domain and language/cultural competence)?

- Are your needs primarily linguistic or are they linguistic/cultural?
- Are foreign language needs related to travel to a country and interacting with people on site, or are your needs related to telecommunications?
- How likely is it that your employees will live in other countries?

Assessment, Hiring Practices, Translators and Opportunities Costs

- How do you determine your language needs?
- Do you assess language skills as part of your hiring/promotion process?
- Solutions challenge: assessment of language instruction
- What role do foreign language skills play in hiring and promotion decisions?
- Do you prefer to “lease” or “own” language capabilities?
- What are your needs regarding language translation: communication between employees; communication between employer and employee?
- Do you prefer using translation services over employees with language skills?
- Ability of other than the ethnic group to be able to speak and understand the language other than English.
- Does your chief human resources person speak a language/languages other than English?
- Do you hire people already versed in a foreign language of need or do you seek training in language for your employees?
- Do you pay multilingual employees more than you pay monolinguals?
- Do you reward language-skilled personnel?
- Has your organization had difficulties due to a lack of foreign languages skills among your employees?
- Have you ever had conflicts in the workplace that were rooted in language issues?
- What are the negative impacts on your organization for NOT having language-skilled culturally aware personnel?
- Does it upset some employees to hear languages other than English in the workplace?
- What leadership do you have in your organization that can effect change in language?

Current Solutions to Language Needs

- Solutions Challenge: integration of language instruction with other training – business, engineering, etc.
- What resources are available to meet your real demand?
- Would you be willing to subsidize study abroad or continuing education?

K-12 and Educational Solutions

- How can public education best prepare K-12 students for the workforce?
- Why don't we begin language education in kindergarten?
- Which section of the educational ladder is best suited to meet your needs? K-12? Graduate? etc.?
- Schools and colleges to provide education in critical languages to other than heritage students.
- Which languages do you want taught in our schools?
- What do you expect in an individual after PK-12? Post-secondary? Fluent? Minimal survivor?
- teachers and students to travel in order to experience targeted cultures
- We need teachers of all languages (both the popular four: French, Spanish, German, Latin) and the crucial languages (Arabic, Chinese, etc.) we need opportunities for language
- Are we not shooting ourselves in the foot by not fostering BOTH languages for kids who already come to school with a language other than English?

Cooperation between Business, Government and Education and Funding Issues

- How can we support more language in the K-12 sector?
- Will you partner with schools to develop new language programs?
- How can we increase language learning programs with a lack of funding in the educational sector?
- Government and private sector to provide means to educational institution so that they can provide the teaching of language and cultures
- Will you support funding for new language programs?
- How can business and the public sector cooperate to support language education?
- Do you interact with educators/academics very often?

FUTURE NEEDS: WHAT WILL TEXAS LOOK LIKE IN FIVE YEARS (2012) AND WHAT WILL YOUR WORKFORCE NEED?

Notes from Group Discussion and Group Written Exercise

Status of the Economy in the Future

- Seeing less companies coming to Texas because of lack of a skilled workforce
- Companies exporting lower-skilled jobs outside the U.S. - importing highly skilled labor to the U.S. will need to market to and service these language groups

Demographic Status in the Future

- Servicing younger population (with limited economic status)
- Lots of older folks to take care of
- Rich people oppose tax increases that affects educational policy
- Poverty Question - poor next to rich: what is the impact on services?

Countries of Importance

- China
- Germany

Impact of Immigrants

- Immigrant entrepreneurial spirit
- Indian businesses starting here (economical) by sending us I.T. jobs
- Vietnamese: Houston, Dallas, San Antonio, Austin
- Huge influx of Southeast Asian populations in Texas
- Need for data on Hispanic population, education, companies, etc.

Increase in Need: Southeast Asia & Chinese

- Increased need for Southeast Asian languages to be taught
- Need for more Chinese, Arabic (after war) and technological writing skills
- 2012: Increased demand for multi-languages and no supply because education "costs too much". Take more tests in basic skills. 2007: no multi-lingual population = U.S. as 3rd world economic power.

Healthcare

- Explosion in healthcare needs and other social services in need of language

Need for English and Status of Spanish

- Diverse population
- Increased needs for English as a second languages to meet the other side of language education issue.
- Where will Spanish language training be in 2012?

More Use of Technology

- Technological solutions: Internet, Multimedia. Explosive growth of multi-lingual online education program.
- Increased use of Internet in service delivery; teaching; business development – IP
- Translation machines (hand-held) will make oral communication easier.

Challenges within Education and Policy Making

- Higher education not requiring a foreign language for all degree programs
- In 5 years, no legislative support and funding for languages at state and local levels; growth in less common languages but not enough certified teachers
- Texas language teaching is and will still be behind in 10 years, given the slow improvement in the government system.
- Washback effect of testing (i.e. TOPT requires advanced proficiency)

Positive Flagship Language Support and Change

- Foreign Language across curriculum (FLAC) educators try to integrate language skills with different content
- Education movement: "Foreign Language for Special Purposes" attempt to make language curriculum more relevant
- Increase funding for study abroad
- Collaboration of universities with K-12 to produce early language programs
- Better and higher standards in language education.
- Public awareness campaign to change attitude from enrichment (ACTFL) to core.

CHALLENGES TO GETTING THE WORKFORCE THAT YOU WANT KEY OBSTACLES

Lack of Knowledge about Opportunities; and Negative Attitude about Languages or Global Activities

- Lack of knowledge among parents of work skills (e.g. languages) needed to prepare their child.
- English-only movement intimidation factor
- Parochial attitudes: lack of knowledge about international monetary system
- Businesses have other fears: security, knowledge, intellectual property
- Organizational resistance from management: higher education: tenure/entrenched; from employees
- Challenge: Community Reinvestment act: reinvesting quickly, but not enough cultural understanding to make responsible investments

Businesses: Short-term Thinking; Finances; Lack of Leadership; Lack of ROI

- Businesses have a short-term thinking
- BRIC: Brazil, Russia, India, China
- Rapidly changing business needs: moving geo-markets
- Lack of benefits package for SMEs to become attractive employers
- Lack of buy-in by the leadership to support hiring of employees with language skills
- No vision for diversity among the corporate leadership
- Businesses need time to teach and learn languages
- Lack of language skills among store management
- Need for more dialogue with support from businesses

Government: Lack of Finances; Leadership

- Lack of understanding regarding the cost to the taxpayers to not have these language skills within government agencies
- Government: need to hire leadership that matches the “face” of the community. Need language and cultural skills
- Government: the whole “system” has to change, and there a time lag
- Government: acrimonious culture around immigration
- Government: Lack of adequate pay for bilingual skills; not enough funding; perception of low value placed on language skills
- Lack of political representation to champion languages in Washington, D.C.
- Image of a monolingual and biased White House
- Nature of the political discourse in U.S. makes the language discussion difficult

Large State to Serve and Diverse Needs

- Many competing interests within K-12 makes it hard for language to rise to the top
- Texas has over 1,200 school districts!
- Money: educational funding diminishing
- No place to learn Hispanic Marketing

Other Comments

- Challenge: how to serve with language skills without alienating others
- Media: they don't choose to communicate our concerns

THE LANGUAGE FLAGSHIP: CREATING GLOBAL PROFESSIONALS

Review of The Language Flagship’s educational offerings (per level, per institution), overseas locations, and languages offered. Please note that the Undergraduate and Post-B.A. programs graduate students with a level of professional proficiency in their chosen language, as well as command of the vocabulary of their domain expertise (e.g., law, computer science, international business, etc.), and an equal command of culture skills.

For further information on The Language Flagship, please access <http://www.thelanguageflagship.org>

K-12	UNDERGRAD	POST-B.A.
Oregon	University of Oregon	
Ohio	Ohio State University	Ohio State University
Michigan	Michigan State University	
	University of Texas, Austin	
	University of Hawaii	University of Hawaii
	University of Maryland	University of Maryland
	Brigham Young University	Brigham Young University
	UCLA	
	Middlebury	
	Bryn Mawr	

Flagship Overseas Programs:

- Cairo / Alexandria
- Damascus
- Dushanbe
- Nanjing / Qingdao
- Seoul
- St. Petersburg
- India (TBD)

Flagship Language Programs:

- Arabic
- Chinese
- Central Asian
- Hindi/Urdu
- Korean
- Farsi/Persian
- Russian

TOP 12 KEY DEMANDS FOR LANGUAGES IN BUSINESS AND GOVERNMENT IN TEXAS

Create content-based language curriculum

Voting: Demand-side Votes

(2) #1
(0) #2
(1) #3

Solution-side Votes

(8) #1
(1) #2
(2) #3

Create an awareness and educational campaign for education, higher ed, K-12: societal, media

Voting: Demand-side Votes

(3) #1
(1) #2
(1) #3

Solution-side Votes

(5) #1
(5) #2
(8) #3

High level of proficiency (oral and written) in LOTEs (Spanish, Hindi, Vietnamese, Mandarin, Korean)

Voting: Demand-side Votes

(3) #1
(2) #2
(1) #3

Solution-side Votes

(3) #1
(5) #2
(1) #3

Need language and cultural training

Voting: Demand-side Votes

(3) #1
(4) #2
(3) #3

Solution-side Votes

(2) #1
(2) #2
(1) #3

We have to address the language needs of our customers to be successful

Voting: Demand-side Votes

(3) #1
(3) #2
(5) #3

Solution-side Votes

(0) #1
(0) #2
(2) #3

Having language skills that we access immediately with a technical level of proficiency

Voting: Demand-side Votes

(3) #1
(2) #2
(4) #3

Solution-side Votes

(0) #1
(0) #2
(1) #3

Need for languages skills and services to help establish new overseas markets

Voting: Demand-side Votes	Solution-side Votes
(3) #1	(0) #1
(1) #2	(1) #2
(2) #3	(1) #3

Develop a financial model that rewards employees without upsetting those other employees.

Voting: Demand-side Votes	Solution-side Votes
(2) #1	(0) #1
(2) #2	(0) #2
(1) #3	(0) #3

Developing dialect literacy, “Social Register” in our language learners

Voting: Demand-side Votes	Solution-side Votes
(0) #1	(0) #1
(2) #2	(0) #2
(2) #3	(2) #3

Develop a financial model to support language responses in the public sector

Voting: Demand-side Votes	Solution-side Votes
(0) #1	(1) #1
(2) #2	(1) #2
(0) #3	(1) #3

Interpreters to be certified: production, hiring practices

Voting: Demand-side Votes	Solution-side Votes
(0) #1	(0) #1
(5) #2	(0) #2
(2) #3	(0) #3

Develop a new K-12 model to bring languages in – dual immersion

Voting: Demand-side Votes	Solution-side Votes
(0) #1	(1) #1
(0) #2	(3) #2
(0) #3	(1) #3