

Statement

of

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Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

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Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

Introduction

Chairman, Vic Snyder, members of this distinguished committee, and your special guest, Congressman Rush Holt, I am grateful and for the opportunity to speak on the role we in Ohio are playing in the national effort to prepare our country for the interdependent global community of the 21st Century. We are primarily motivated by the successes of our students, who have shown time and again that young Americans can reach the highest level of foreign language and culture expertise if given the right opportunities and resources. We see the mission of The Ohio State University Chinese Flagship Center as preparing young Americans to succeed in careers that involve extended interactions with counterparts in China and the interpretation of the intentions of Chinese individuals and organizations. Graduates of our program are prepared to work with Chinese counterparts and organizations to achieve commonly understood goals.

Chinese Flagship Center: Our Center at Ohio State is undertaking four programs that advance our mission: 1) The Chinese Flagship, which focuses on bringing students to the highest levels of proficiency and communicative skills within Chinese culture; 2) the K-12 Chinese Flagship Program, which works to provide schools across Ohio with the capacity to effectively teach Chinese; 3) Flagship Center in Qingdao, which currently manages in-China internships and summer programs; and 4) The Language Summit and *Ohio Language Roadmap for the 21st Century*.

In order to carry out the mission of our Center, we have adopted three strategies to guide our operations: 1) Teach language in culture, 2) Combine language with content knowledge, 3) Utilize technology, and 4) Assess performance. In the following paragraphs, I will expand on these strategies and, when I describe the programs later, I will explain how each program implements these four strategies.

Teach language in culture

The assumption that the purpose of these programs is to produce demonstrable abilities to communicate in Chinese requires us to explicitly frame language instruction in Chinese culture. I try to alert every Chinese language student that cultural understanding is absolutely necessary to their future success by warning them: “If you want to speak Chinese the way you speak English, you can learn to do that since you all are obviously talented in language learning. It will take you five to seven years of demanding and persistent work. After all that, you will have only gained the ability to immediately annoy 1.3 billion people.” To assure that our students are not annoying to the Chinese and can more accurately interpret Chinese intentions, we build into our materials and practices communication frames that reflect the social expectations of Chinese culture. At the beginning levels, for example, we teach learners of Chinese to present and refer to themselves as members of a group rather than as individuals; at the advanced levels, we create opportunities to engage in in-depth studies of topics from the Chinese perspective, making sure that our students are familiar with what most of their Chinese counterparts know about a commonly known subject. We have a course entitled “Chinese Perspectives on China’s Civilization” that is taught by established Chinese academics serving as visiting scholars who regularly

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expose our students to important ideas and viewpoints that are not encountered in the classes of Western academics. We tell our students that our goal is to make them appear intelligent in Chinese culture and key to giving that impression is a demonstrable knowledge of Chinese culture and the ability to express explicit respect for the culture.

Regardless whether American students of Chinese will use their linguistic skills and knowledge with Chinese people in interactions, transactions, presentations, or interpretation, being familiar with the experiences and expectations of their counterparts in China is crucial. Such knowledge is only gained through a persistent and prolonged exposure to and performance of Chinese cultural norms.

Combine language with selected content knowledge

Adult learners of the language do not learn Chinese; they learn to *do things* in Chinese. The more things they can do in Chinese, the more expert they are in the language. Since the language and culture is too immense to “learn” as a whole, students and teachers have to restrict the targets to areas that will be most useful and most needed as the students’ Chinese learning careers develop.

As a program, we have to choose the *things* that a learner will learn to do in Chinese. The better we are at choosing and implementing this instruction, the more efficient the learning and teaching become.

At the higher levels of instruction, students combine their language study with what we call “domain study.” A domain is either an academic field or a career area and the ability to combine domains with an intensive program of Chinese is one of the great advantages of our location at a large public institution. With OSU’s extensive international community of students, faculty, and staff, almost any academic interest can be matched with a native speaker who is eager to assist young Americans in their pursuit of advanced skills in Chinese. Our students have chosen a wide variety of domains: among them, microfinance, public health, marketing, emerging political and economic forces in China, and even real estate.

At the elementary and middle school levels of Chinese study, after inculcating the foundation skills of listening, speaking, reading, and composition, we are focusing the Chinese lessons on subjects in natural science. After reaching intermediate or ILR level 1, we will introduce a progression of materials in mathematics, astronomy, biology, geography, and environmental studies. We have pedagogical reasons for this direction: Chinese vocabulary in the natural sciences is more transparent than the English terminology. Thus, as students are increasing their skills in the language, they reinforce basic science skills. Secondly, since we intend to eventually hook Ohio classrooms up with classrooms in China, the natural science subject matter will give our students a shareable frame of discussion and presentation.

Utilize technology

We are in the process of catching our pedagogy up to the technological resources available to us. Over the past decade and a half, we have gained the ability to show language learners naturally occurring communication events, connect them to native speaking counterparts at almost any point on the globe, and link different kinds of information that can be accessed any where at any time. Our Challenge is to render

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all of these opportunities for our students in the most effective ways. While we are making progress on this front, we still have a long way to go to realize the full potential.

At the beginning level, we expose students to short video recordings of Chinese communicating with each other and then coach them through the events so they can understand them, replicate them, and participate in similar events, essentially increasing our students' sophistication in the language by steadily increasing the number of communication events in which they can successfully participate. On the advanced levels, we provide broadcast programming with coordinated scripts to exercise listening and extensive sets of examples of video clips showing specific events (e.g., refusing, complimenting, and taking leave). To facilitate extensive reading, we put native texts online and combine them with audio programs, search and concordance functions, and electronic reference systems. With the expanding video-conferencing capacities, we create events such as thesis events that include audience and participants in both Columbus, Ohio and Qingdao, China.

Assess performance

Effective language learning requires a prolonged experience of performing the language in meaningful contexts. Assuring the effectiveness of the instruction requires us to assess our students' performances throughout their learning career. To this end, we have developed an online e-portfolio, Advanced Language Performance Portfolio System (ALPPS), to provide a longitudinal record of our students' progress in the language. Using "You Tube-type" technology student performances of key interactions (e.g., conversation, presentation) are collected in individual and class files, which are then subject to evaluation by teachers and native speakers with pedagogical or domain expertise. This provides us with extensive sets of transparent evaluations—meaning that students, teachers, and eventually recruiters can view the evaluation reports, identify the groups of evaluators, and drill down to the actual events on which the evaluations are based.

Our program goals are stated in terms of proficiency standards, namely the Interagency Language Roundtable (ILR) proficiency ratings. The highest level of programming is focused on producing ILR 3 and above. We view proficiency as a summative assessment and do not train our students to sit for proficiency examinations. Rather we assume that a regimen of accurate evaluations of well-chosen performances will lead to solid performances on the standard proficiency examinations. In addition to the ILR and ACTFL proficiency assessments, ALPPS also records and tracks performances on standardized tests such as the Chinese Ministry of Education HSK and our own Chinese Computer-Adaptive Listening Test and Chinese Computer-Adaptive Reading tests.

Our programs include internships where our students spend time in Chinese workplaces, contributing to the goals of the host organizations and working cooperatively with Chinese colleagues. This experience has brought about a revelation of the shortcomings of American assessments of foreign language capacities. That is, we train our students in Chinese and then we assess their (and our) achievements by testing them with instruments that we devise without reference to the opinion of non-English speaking native- speaker members of Chinese culture.

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When ILR or ACTFL proficiency ratings consistently seemed to be poor indicators of our interns' success in Chinese work environments, it became clear that Chinese organizations and individuals were looking for abilities that were not reflected in these tests. Therefore, we have begun to place emphasis on recruiting evaluators for ALPPS performance files from China and launching research projects to discover what native speakers of Chinese in the workplace see as beneficial in the communication efforts of our students.

Challenges Facing the OSU Chinese Flagship Center

We are continuing to work toward making advanced language training the standard for our institutions. This requires us to find ways to shift the focus from *teaching* Chinese to *learning* Chinese. This seemingly slight change of perspective seems to challenge the way we run our schools. We need to encourage more investment in advanced language training, making sure that we can provide adequate opportunities to all the students who seek to pursue excellence in this field. We need to lower barriers between our classrooms and the institutions in which our students will have to make their livelihoods. Finally, we need to find a way to secure facilities in China where we can continue to serve our students. Having our own facilities will keep our costs more constant in an environment that is quickly becoming more expensive, following the pattern in other areas of East Asia. Finally, we need to keep track of our students after they leave our programs. These young people comprise an incredible resource for our programs, society, and Nation just as long as we know how to contact them.

Chinese Flagship Program

This program has permitted us to raise the standard for Chinese language study at Ohio State. By building the Chinese Flagship around a Master's of Arts that is earned by attaining ILR level 3 (tested by FSI or ACTFL, whose designation is "superior") in speaking and reading, completing a thesis written and defended in Chinese, and publicly demonstrating an ability to give presentations in and discuss a domain (i.e., academic major or occupational area), language and culture proficiency has been instituted as the standard for learning and teaching achievement. The Ohio State Chinese Flagship is a two-year program. The first academic year is spent in Columbus, taking courses delivered completely in Chinese. The subjects are chosen to prepare the students to function in formal social environments: China's media, networking in China and the United States, Literary language in modern mandarin, Language in China, Chinese perspectives on China's civilization, and Negotiation in China. These courses are taught by native speakers that include visiting scholars recruited from universities and companies in China. We also assign a mentor for each student based on his or her declared domain and the two works together in an individualized instruction course to develop a research agenda that will eventually lead to a thesis. Mentors are recruited from the Central Ohio Chinese community and include graduate students, faculty, and staff from Ohio State as well as professionals outside the university. In every course, the students are required to deal with textual materials from China, engage in class discussions, take tests that reflect Chinese

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testing procedures, and give presentations of their individual research.

One indication that the first year of this program is effective is the record of our students in the Chinese Bridge, an annual international competition in Chinese language proficiency sponsored by China's Ministry of Education. This contest involves well over 100 students of Chinese as a foreign language who have won regional competitions in over 50 countries. Our students participate in the US regional competition and the final contest in China, which is televised throughout China. This occurs during the summer between the first and second year in the OSU Flagship Program. In the past five years students, from Ohio State have earned three first place, one second place, and two third place awards in the international competition in China and fourteen first, second, and third place awards at the regional level in New York City. No other college or university has approached this record of achievement.

More impressive is the performance of these students in their internship assignments, which constitute about one-half of their second year in China. Our students spend months working in Chinese organizations more often than not as the only non-Chinese staff. The internships are arranged and supervised by the program, with the resident director in China keeping track of their work and monitoring the host organization's satisfaction. To the present, Flagship students from OSU and BYU have worked in 29 organizations in China, including serving as a program assistant in the China International Economic and Trade Arbitration Commission (CIETAC), researching intellectual property rights in a Shanghai law firm, and working on production teams for China Central Television. With proper preparation, the experience of working successfully within a Chinese organization leads to a rapid gain in language and an irreversible gain in confidence.

The OSU Chinese Flagship Program has attracted a rather wide demographic range of young Americans who are willing to devote their time and energy to the pursuit of advanced skills in Chinese. The first three cohorts of Flagship students consisted of 26 students from 18 states and 20 different universities with 15 different undergraduate majors. Our students are 89% non-heritage and 69% male. NSEP fellowships supported 39% of the students with program and department support going to 44% and 17% being self-supporting.

Beginning in 2007, the program included undergraduate students. Initially undergraduates were "combined degree" students, being enrolled in an undergraduate BA or BS degree program and a Chinese MA program at the same time. For exceptionally performing students, this permits earning the undergraduate and graduate degrees concurrently. But, for most it allows the student to earn the MA one year after obtaining the BA or BS. In the most recent cohorts, we have undergraduates who qualify for Flagship courses before graduating. In the 2008 cohort about one half of the Flagship students have undergraduate status. In coming years, we intend to expand the undergraduate element by recruiting students who begin their undergraduate career with intermediate to advanced skills in Chinese. This leads us to a discriminating set of terms: Flagship Fellow, for NSEP funded students who enroll full time in Flagship courses; Flagship scholars who are other-funded and full-time in Flagship courses; Flagship students, who qualify for at least one Flagship course and have at least two majors; and Flagship preps, who are on track to reaching advanced

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Chinese as undergraduates.

K-12 Chinese Flagship

With China emerging on the global stage and growing Ohio exports to China increasing (\$1.5 billion in 2007), Chinese language has finally caught the attention of secondary and even elementary schools throughout Ohio. In 2006, only a few schools in Ohio offered Chinese language instruction. Because of the joint efforts of schools and districts, the OSU K-12 Chinese Flagship Program and Ohio Department of Education (ODE), K-12 Chinese has witnessed a significant growth in Ohio schools. The number of schools and students engaged in Chinese studies in the 2007-08 school year almost tripled over the previous year. Here we will describe the current conditions of K-12 Chinese in Ohio and future plans of the OSU K-12 Flagship program's partnership with K-12 schools to offer innovative and effective Chinese programs.

The OSU K-12 Chinese Flagship Program: The OSU K-12 Chinese Flagship Program has worked closely with Ohio Department of Education in many areas, including co-hosting two statewide conferences on K-12 Chinese in December of 2006 and 2007. The program goal is to build the infrastructure for Ohio schools to establish successful language programs leading to solid communication skills in Mandarin Chinese. The program is developing partnerships in Ohio and beyond to achieve objectives that include the following:

- Developing a multi-access, performance-based curriculum;
- Providing teacher support and ongoing professional development; and
- Creating a technology support system with effective Chinese language programs.

Our current stage of K-12 curriculum development consists of two sets of materials: 1) a 9-12 introduction entitled *Chinese: Communicating in the Culture* which includes an interactive DVD, a textbook, and a MP3 audio program; and 2) a P-5 set of materials designed to be implemented in three *phases* followed by a series of language materials dealing with natural science topics. The phases are designed to be offered in a manner analogous to beginning, intermediate, and advance orchestra, where beginning students can start the study of the language at Phase I and work their way through the remaining phases by demonstrating command of performance standards. This permits multiple points of access to a program and avoids the necessity to progress in the language on a grade-by-grade basis. Completing Phase III will give the students a firm foundation in listening, speaking, and a solid introduction to the writing system. From that point, we will provide language instruction that focuses on science-related topics: mathematics, astronomy, biology, geography, chemistry and environmental science. We have three reasons for choosing this direction for our curriculum: 1) Chinese science vocabulary is more transparent than English, e.g., volcano is *huo-shan* "fire-mountain" and glacier is *bing-he* "ice-river"; thus, Chinese can reinforce subjects studied in English. 2) We intend to connect our classrooms with classrooms in China and feel that natural science subject matter will be both easier and more attractive as a mutually accessible field of communication for both our students and Chinese students. 3) We can avoid the issues of

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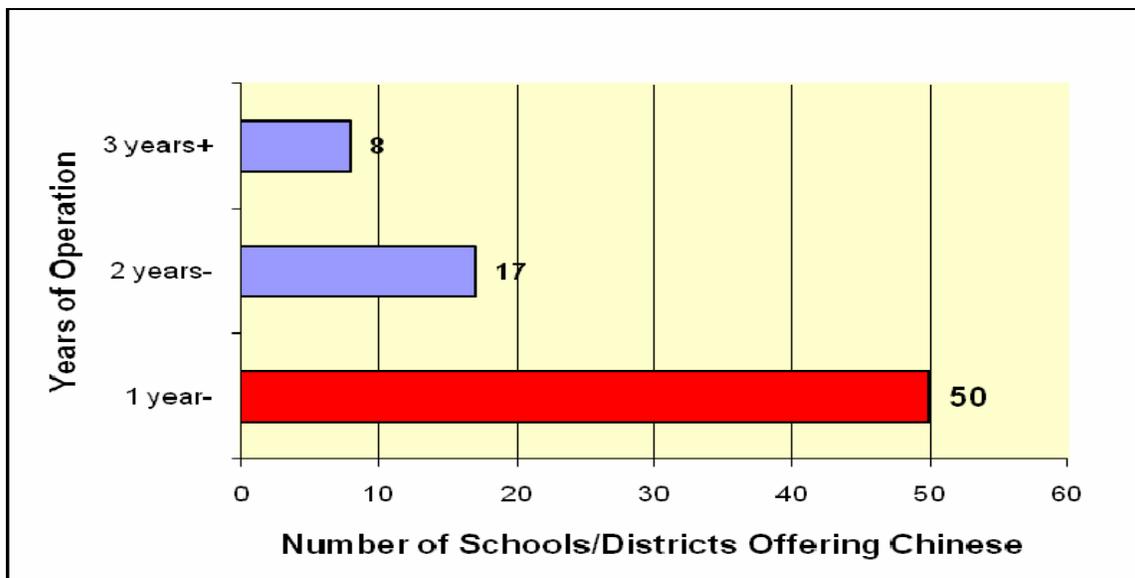
cultural relativity that seems to be difficult for middle-school-aged students to cope with, leaving the more culturally oriented subject to high school and/or summer intensive language camps.

The OSU K-12 Chinese Flagship Program is interested in supporting any school in Ohio that is operating or plans to start a Chinese language program. We are building partnerships with a select number of schools to create model Chinese programs for Ohio schools. We are also working on creating partnerships with corporations, heritage schools and other public and private entities to generate creative support for the development of K-12 Chinese in Ohio and beyond. Ultimately, we want to see more Ohio students to be proficient in Chinese language and knowledgeable about Chinese life and culture. This will not only eventually broaden our students' career possibilities and benefit Ohio's economy, but also improve our national security and international relations.

K-12 Chinese Programs in Ohio

According to data collected by the OSU K-12 Chinese Flagship Program, the number of Ohio schools and districts offering Chinese language has increased from 8 three years ago to 50 in the 2007-08 school year (Exhibit 1). Meanwhile, the number of students enrolled in Chinese increased from 777 (ODE data) in 2006-07 to more than 2,000 in regular language programs (offering 3-10 sessions each week) in the current school year. In addition, more than 3,000 elementary and middle school students are enrolled in Chinese exploration programs, offering 1-2 sessions each week (Exhibit 2). More high school students are learning Chinese through distance learning and the OSU summer programs for college credits and/or high school credits.

The growth of Chinese programs in Ohio schools, 2005-06 to 2007-08



The sharp increase of Chinese programs and student enrollment in the last two years

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is the result of joint efforts of school/district administrators, OSU K-12 Chinese Flagship Program and ODE. The biggest increase occurred in the last two years, especially after we co-hosted the conference in December 2006, titled “Making the Global Connections: Linking Students and China in the 21st Century.”

Range of Ohio Schools Offering Chinese: The Ohio K-12 schools offering Chinese are concentrated in and around metropolitan areas (Appendices A&B), but they represent a wide range:

- Public (including charter or community) and private schools (14 private schools consisting of 27% of the total number of schools with Chinese programs); and
- Urban, suburban and rural schools. (The new Chinese language programs starting in the 2008-09 school year seem to follow this pattern.)

There is also a wide variety of ways Chinese language instruction is delivered:

- Classroom instruction (for most schools and districts);
- Distance learning for students at multiple sites (e.g., Diocese of Columbus);
- Distance learning of individualized instruction for college credits (e.g., OSU);
- Summer programs: Regents’ Chinese Academy (funded by State of Ohio, with 50 high school students last year and another 50 this summer) and Chinese Immersion Summer Day Camps (funded by StarTalk and operated at three sites: Cleveland, Columbus, and Dayton, with more than 70 students);
- Exploration learning for special education students (e.g., Summit Academy Schools);
- Full language programs (3-10 sessions per week, usually in high schools) vs. exploration programs (1-2 sessions per week, usually in elementary schools).

Distance learning may be a solution to rural schools where some students want to take Chinese but the numbers are not big enough for schools to hire teachers. Currently, the Diocese of Columbus is using videoconferencing equipment (Polycom) to offer Chinese to 6th graders in eight urban and rural schools. The OSU K-12 Chinese Flagship Program is providing distance learning of individualized instruction and is providing a distance learning pilot to 12 students in Dover High School in eastern Ohio.

In addition to the traditional K-12 schools, an important provider of Chinese language and culture to children and adults during weekends is the heritage schools in all Ohio metropolitan areas (e.g., Ohio Contemporary Chinese School in Columbus, Cincinnati Contemporary Chinese School, Chinese Academy of Cleveland, Cleveland Contemporary Chinese School in Solon City, the Greater Dayton Chinese School, and Toledo Chinese School). Some of these schools have a large enrollment--up to 500 students. The majority of students are from heritage families, but increasingly, non-heritage students are signing up, particularly those from organizations like Families with Children from China (FCC). Most of the heritage schools are members of a national Chinese School Association in the United States (CSAUS). The OSU K-12 Chinese Flagship Program is working closely with some of the heritage schools. For example, we partner with them to operate the Chinese Immersion Summer Day Camps in three Ohio metro areas: Cleveland, Columbus, and Dayton.

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Type of Students Learning Chinese in K-12 Schools: The majority of the Ohio students are taking Chinese as exploratory courses in K-8 programs. That means they spend only one or two sessions a week and some schools only offer exploratory Chinese for a part of one school year. This is certainly not the direction we should promote for learning Mandarin Chinese. We are keeping track of these exploratory programs to learn whether or not they lead to more serious goals. All high school students (29% of total enrollment), however, are taking Chinese as a regular language program, most of them taking classes every day.

The other challenge of fast growing Chinese programs is to maintain program quality. Nearly all the students (95%) are beginners. This demonstrates that sustaining programs and keeping students continuously interested in learning Chinese are important tasks. This is why we made “program maintenance” an important component of the annual conference in December 2007. This will be given even more attention when we plan for the third annual conference for December 2008.

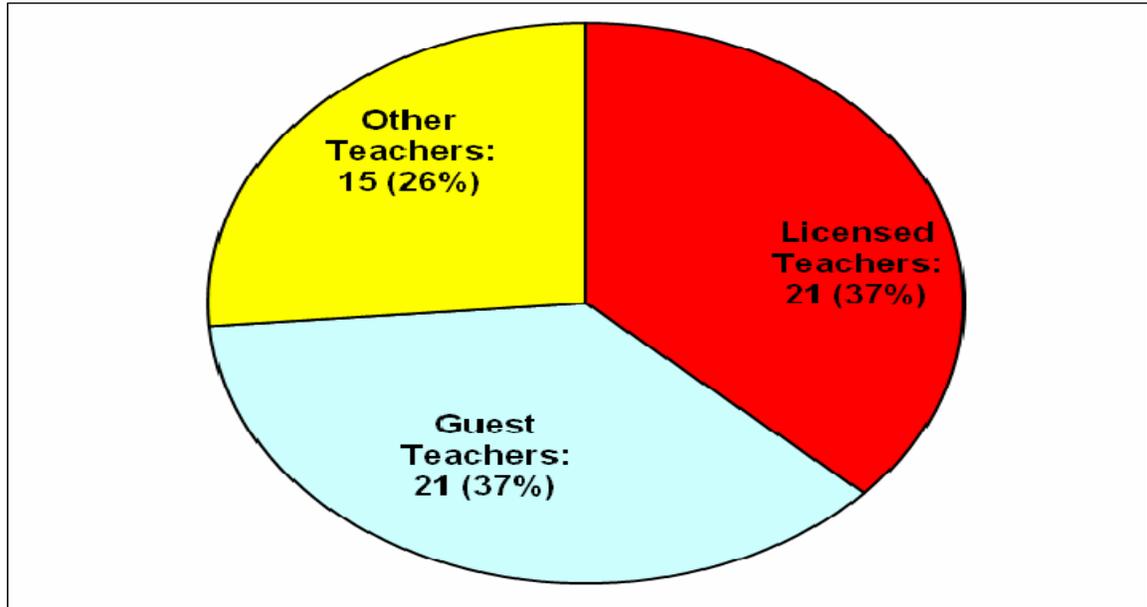
An Initial Assessment of Teachers of Chinese: The significant growth of K-12 Chinese programs in Ohio presents great opportunities for us, but it also creates tremendous challenges, particularly in the areas of teacher and curriculum development. The OSU K-12 Chinese Flagship Program is developing its capacities and has worked with partners to meet these challenges.

Ohio has done a relatively good job in preparing certified teachers of Chinese for K-12 schools, thanks to state funding and the Chinese teacher licensure programs at three universities (OSU, Cleveland State, and Akron). In the last school year, 24 Chinese language teachers graduated from the OSU licensure program and 16 from the CSU program. Some of these teachers were already teaching Chinese in the K-12 schools, and about half have found teaching positions. However, some have not been hired to teach Chinese because they are not willing to relocate to where the jobs are. Therefore, future Chinese teacher licensure training programs should take relocation issue into consideration. Ohio still has some teachers who are not licensed, most of whom are in private schools. The guest teachers sent from China meet the temporary licensure requirement set by ODE. But a licensed teacher does not mean that s/he is automatically more effective than other teachers. Guest teachers from China who are made available to schools at no or little cost causes some difficulty in finding positions for the teachers we certify. This will require attention in the future as we seek to establish Chinese language study as a permanent presence in Ohio schools.

According to school visits, class observations and teacher professional development workshops in the last year and half, it seems all teachers of Chinese are dedicated and excited about their new jobs and the overall development of Chinese programs in Ohio. However, most of them, including those holding teaching licenses, lack sufficient pedagogical training to help American students to learn Chinese language effectively. For example, most teachers speak too much English in class, including often repeated basic classroom instructions. The students are doing too much translation in the classroom rather than performing what they learn in Chinese cultural contexts. We intend to provide more support to the newly formed Ohio Association of Teachers of Chinese and more professional development opportunities for the teachers to deal with this problem.

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Number of K-12 Chinese language teachers in Ohio (Total: 57), 2007-08



The above number (57) of teachers does not include those in heritage schools, which only operate on weekends and focus on heritage children. It does not include the two guest teachers from the Confucius Institutes in the state. The 21 guest teachers in Ohio schools include 19 sponsored by Hanban or other Chinese organizations, two hired by the Teachers of Critical Language Program (TCLP, funded by the State Department), and one from Taiwan. In the next school year, there will be 23 Hanban guest teachers coming to Ohio schools (most of them replacing the current teachers), five of whom will start new Chinese programs in the schools or districts they are placed. There will also be more TCLP teachers from China and more from Taiwan.

The guest teacher program is a big help to some schools that want to start a Chinese program but are temporarily short of funds, or for those that want to add to their existing Chinese programs. However, the guest teacher program is temporary in nature; schools and districts should not regard it as a permanent solution and rely on it for long-term program development. Although the guest teachers are intelligent and increasingly well trained, they have unique challenges. For example, most of them are not familiar with teaching Chinese as a foreign language (their training background is at best “teaching Chinese as a second language”); most of them return to their home country after one year of teaching, thus creating uncertainty for schools and students; and some schools have encountered management and cultural difficulties with guest teachers that have led to eliminating their entire Chinese program (e.g., Belpre Schools).

Teacher Development: Ohio is taking the lead in training Chinese language teachers. The State has invested money since September 2006 to operate year-long Chinese licensure programs at OSU, Cleveland State, and University of Akron. (The contact information is: Dr. Charles Hancock of OSU at hancock.2@osu.edu, Dr. Jane Ann Zaharias of CSU at J.ZAHARIAS@csuohio.edu, and Dr. Susan Colville Hall of UA at colvill@usakron.edu.) The first group of 40 teachers of Chinese graduated last summer,

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and the second group will graduate by the end of this summer.

The OSU Department of East Asian Languages and Literature (DEALL) has operated a Chinese language teacher training program for over a decade: Summer Program of East Asian Concentration, or SPEAC. It is an intensive seven-week program offering 15 graduate credits. It focuses on pedagogical training and the trainees have hands-on experience with high school students who are taking Chinese during the summer. The program director is Dr. Mari Noda, the chairperson of DEALL. For more information about SPEAC, please visit <http://deall.osu.edu/programs/summerPrgm>.

The OSU K-12 Chinese Flagship Program has provided four one-day teacher development workshops in Columbus and Cleveland in the past twelve months. The workshops focus on creating Chinese environments in the classroom and performance-based pedagogical issues. The formal (written evaluation) and informal feedback indicates that teachers were satisfied with the professional development and the training helped them in their teaching. We are planning to provide more teacher development workshops in the near future, including more intensive workshop for partner school teachers and workshop during the OATC annual meeting. We also plan to create a webpage on the K-12 Chinese Flagship website for teachers to connect and share resources.

In addition to the regular year-long Chinese teacher licensure program provided by OSU, the K-12 Chinese Flagship Program provides information to help teachers who are already teaching Chinese in a K-12 school but cannot participate in the year-long program to apply for an alternative educator license.

The Ohio Model: Innovations for Effective Programs: The goals of the NSEP funded Language Flagship programs for critical languages are innovation and effectiveness, and then diffusion of the innovations. (For more information about The Language Flagship programs nationally, please visit <http://www.thelanguageflagship.org>). The OSU K-12 Chinese Flagship Program is less than three years old, but it has significantly impacted the development of Chinese language programs in Ohio schools. Unlike the Oregon K-12 Chinese program, which is focused on a partial immersion model within one school district, the Ohio model has a statewide approach, providing technical assistance to any school that operates or plans to offer Chinese language programs. Meanwhile, we work with a selected number of “partner schools” to develop model programs. We have six partner schools in the Cleveland, Columbus and Dayton metropolitan areas. We intend to add three more partner schools every year, schools selected to engage in more collaborative work. Eventually we intend to connect the Chinese classrooms in partner schools and with schools in China via the Internet.

By working with schools and partners, we strive to meet the needs of the growing interest in Chinese language programs across Ohio. Since its initiation in 2006, the OSU K-12 Chinese Flagship Program has made significant contributions to Ohio schools and teachers, including the following support and services:

- Two statewide conferences for school administrators on how to start and maintain successful Chinese language programs (each time attracting about 200 in December);

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- Site visits to most of the 50 schools/districts currently offering Chinese with technical assistance provided to administrators;
- Class observation of most of the current 57 Chinese language teachers with recommendations provided to teachers;
- Development of the first phase of K-1 curriculum kit, which will be piloted at Gahanna-Jefferson Public Schools and possibly other schools;
- Completion of a first level textbook, *Chinese: Communicating in the Culture*, with a MP3 audio program and an interactive DVD.
- Development of lesson plans and teacher's guide for 9-10th graders based on *Chinese: Communicating in the Culture* and other instructional material;
- Four one-day professional development workshops for Chinese language teachers at no cost to teachers or schools;
- Creating the Ohio Association of Teachers of Chinese (OATC), with 28 paid members;
- Obtaining StarTalk funds to operate Chinese Immersion Summer Day Camps during June 16-27 in three metro areas of Cleveland, Columbus, and Dayton;
- Resources to schools, teachers and other citizens through daily communications and website (<http://k12chineseflagship.osu.edu>);
- Building a pilot global classroom at Metro High School that can be connected with other classrooms in Ohio and in China;
- Facilitating a partnership between the Columbus Metro High School and Ohio Contemporary Chinese School; and
- Developing a corporate partnership brochure and making initial contacts to help create a pipeline of Chinese speaking professionals in Ohio.

As the demand increases, we plan on increasing support to schools and teachers. While we continue to support more schools starting Chinese language programs in the future, we want to focus on helping the existing programs to increase quality and expand their offerings. Some of our tasks in the next twelve months would include:

- Accelerating the development of K-12 curricula;
- Intensifying professional development for current teachers;
- Supporting the activities of the newly formed Ohio Association of Teachers of Chinese;
- Increasing the number and quality of partner schools so they can become models for others;
- Facilitating partnerships between all partner schools with local heritage schools;
- Helping more partner schools to build global classrooms;
- Strengthening our statewide efforts in promoting Chinese language through coordinated projects (e.g., StarTalk funded Summer Day Camps);
- Providing more web-based resources for teachers and administrators;
- Better planning for program development by visiting all schools with Chinese programs and observing classes of all teachers; and
- Developing corporate partnerships to generate mutually beneficial support.

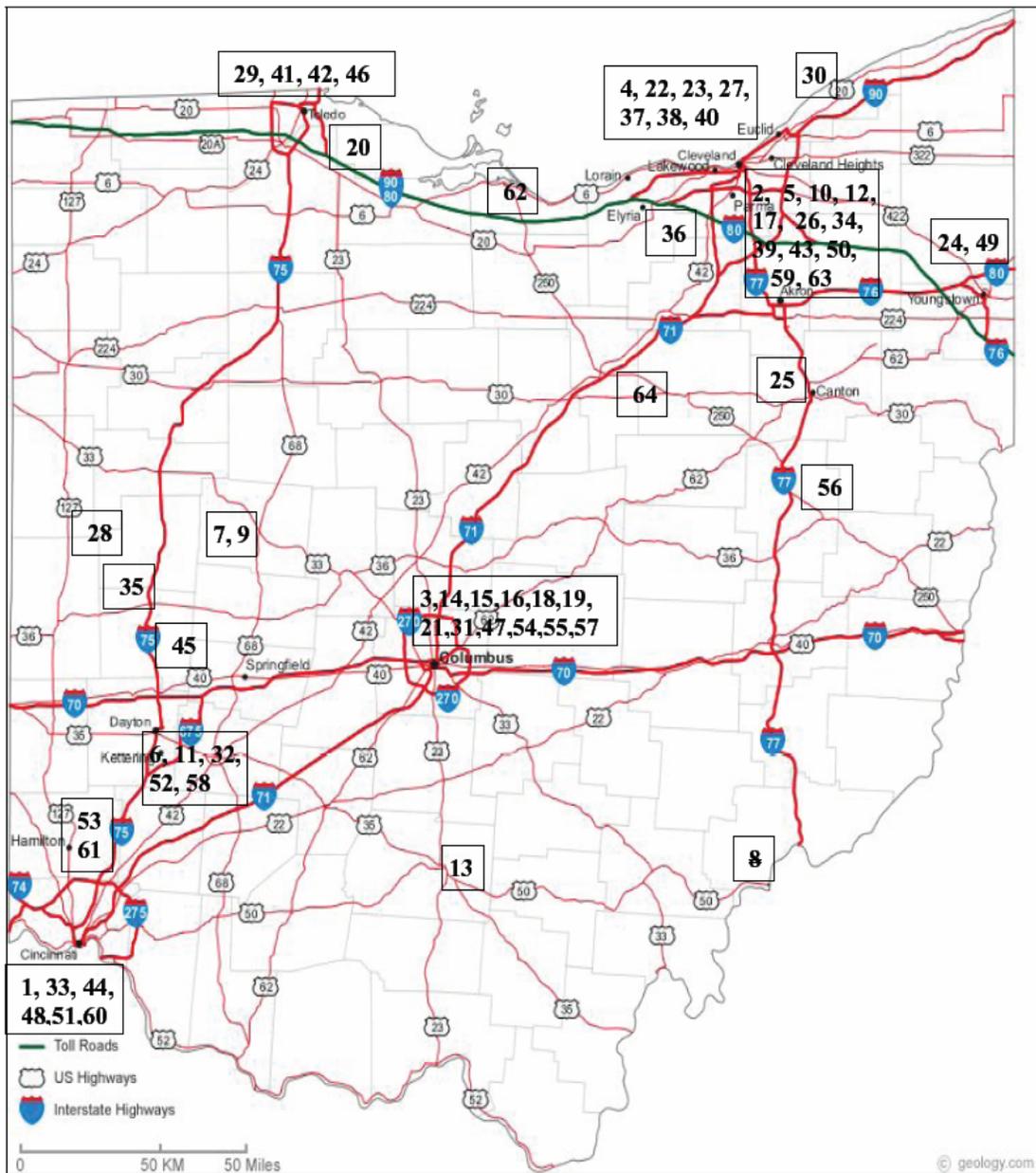
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Ohio represents “the heart of America” in many ways. If the multifaceted partnership model in providing Chinese language and culture works for K-12 schools in Ohio, it should work for schools in many other states. The OSU K-12 Chinese Flagship Program is determined to work with all its partners to help Ohio schools succeed in mainstreaming Chinese language in K-12 schools.

For more information about K-12 Chinese in Ohio and the OSU K-12 Chinese Flagship Program, please visit <http://k12chineseflagship.osu.edu>.

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Distribution of Ohio Schools and Districts with Chinese Language Programs



(Numbers correspond to schools listed on the following pages)

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Ohio Schools and Districts with Chinese Programs in 2007-08
(Matching the numbers marked on the map above; private schools with *)

#	School/District	School Webpage
1	Academy of World Languages (Cincinnati)	http://awl.cps-k12.org
2	Akron City Schools	http://www.akron.k12.oh.us/dept/014
3	Arts and College Prep. Academy (Columbus)	www.artcollegeprep.com
4	Avon Local Schools	www.avon.k12.oh.us
5	Beachwood City Schools	www.beachwood.k12.oh.us
6	Beavercreek City Schools	www.beavercreek.k12.oh.us
7	Bellefontaine City Schools	http://www.bellefontaine.k12.oh.us
8	Belpre City Schools (cancelled for 2008-09)	www.belpre.k12.oh.us
9	Benjamin Logan Local Schools	http://www.benlogan.k12.oh.us
10	Brecksville-Broadview Heights City Schools	http://www.bbhcsc.k12.oh.us
11	Centerville High School	http://www.centerville.k12.oh.us
12	Chagrin Falls EV Schools - HS	http://www.chagrin-falls.k12.oh.us
13	Chillicothe City Schools	http://www.chillicothe.k12.oh.us
14	Columbus Academy *	http://www.columbusacademy.org
15	Columbus Alternative High School	http://www.cahs.info
16	Columbus School for Girls *	http://www.columbuschoolforgirls.org
17	Crestwood Local Schools	http://crestwood.sparcc.org
18	Diocese of Columbus – Catholic Schools *	http://www.cdeducation.org/doe
19	Gahanna-Jefferson Public Schools	http://www.gahannaschools.org
20	Genoa Area Local Schools	http://www.genoa.k12.oh.us
21	Groveport Madison High School	http://www.gocruisers.org
22	Hathaway Brown School (Shaker Heights) *	http://www.hb.edu
23	Hawken School (Cleveland) *	http://www.hawken.edu
24	Hubbard Exempted Village Schools	http://www.hubbard.k12.oh.us

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25	Jackson Local Schools (Massillon)	http://jackson.stark.k12.oh.us
26	Kent City Schools	http://www.kent.k12.oh.us
27	Laurel School (Shaker Heights) *	http://www.laurelschool.org
28	Marion Local School District (Mercer Co.)	http://marionlocal.k12.oh.us
29	Maumee Valley Country Day School (Toledo)*	http://www.mvcds.org
30	Mentor Public Schools	http://www.mentorschools.org
31	Metro High School (Columbus)	www.themetroschool.com
32	Miami Valley School (Dayton) *	http://www.mvschool.com
33	Nativity School (Cincinnati) *	http://www.nativity-cincinnati.org
34	Parma City Schools	http://www.parmacityschools.org
35	Piqua City Schools	http://portal.piqua.org
36	Polaris Career Center	http://www.polaris.edu
37	Saint Joseph Academy (Cleveland) *	http://www.sja1890.org
38	Shaker Heights City Schools	http://www.shaker.org
39	Solon City Schools - Solon High School	http://www.solonschools.org/shs

40	South Euclid - Lyndhurst City Schools	http://www.sel.k12.oh.us
41	Springfield Local Schools (Lucas Co.)	http://springfield-lucas.us
42	St. John's Jesuit Academy (Toledo) *	http://www.sjtitans.org
43	Summit Academy Schools (community schools; Copley)	http://www.summitacademies.com/default2.htm
44	Summit Country Day School (Cincinnati) *	www.summitcds.org
45	Tipp City Exempted Village	http://www.tippcityschools.com

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	Schools	
46	Toledo Public Schools - Start High School	http://www.tps.org
47	Village Academy Schools (Powell) *	www.villageacademyschools.org
48	VLTA Academy (community; Cincinnati)	http://www.swoca.net/about/dist/VLTA.html
49	Warren Harding High School	http://www.warrenschoools.k12.oh.us
50	Western Reserve Academy (Hudson) *	http://www.wra.net
51	Winton Woods City Schools	http://www.wintonwoods.org

(Note: Nativity School began offering Chinese in April 2008.)

**New Schools and Districts with Chinese Programs in 2008-09
(Matching the numbers marked on the map above)**

#	School or District	School Webpage
52	Bellbrook High School	http://www.sugarcreek.k12.oh.us
53	Butler Tech. and Career Development Schools	http://www.butlertech.org
54	Canal Winchester Local Schools	http://www.canalwin.k12.oh.us
55	Columbus Public Schools	http://www.columbus.k12.oh.us
56	Dover High School	http://www.dover.k12.oh.us
57	Dublin City Schools	http://www.dublinschools.net
58	Fairborn High School (Dayton)	http://www.fairborn.k12.oh.us
59	Kenston Local Schools (Chagrin Falls)	http://www.kenston.k12.oh.us
60	Loveland City Schools	http://www.lovelandschools.org
61	Mason City School District	http://www.masonohioschools.com
62	Ottawa Hills Local Schools	http://www.ohschools.k12.oh.us
63	Rootstown Local Schools	http://sparcc.rootstown.com
64	Wooster City Schools	http://www.wooster.k12.oh.us

(Note: More schools or districts may start Chinese language programs in 2008-09.)

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Qingdao Flagship Center

Qingdao is a city of the future in China: it has been declared one of five cities to receive special investment from China's central government for the current Five Year Plan, it is one of the few designated "green" cities in China, it was the site of the 2008 Olympic outdoor water sports, and it has recently been voted the city most Chinese would like to move to in a recent national poll. Qingdao is a city on the cutting edge of China's rising economy and at the same time provides an environment that persons from other places in the world will find interesting and comfortable, whether they are China specialists or not. Qingdao is quickly developing as an international city that is attracting people from all over the world and is a good host to young Americans seeking opportunities to participate in the life of the community. For these reasons, we have chosen Qingdao as the operational center for our activities in China. These include summer programs, internship placement and management, and student research and community service projects, and program and materials development.

Summer Programs: During the summer the Qingdao Flagship Center manages instructional programs designed to raise student proficiency levels to advanced threshold, advanced, and superior threshold. While the first two programs are both designed for training learners whose Chinese skills are near or at ILR Level 2, they differ mainly in their focuses and the corresponding pedagogical approaches. Advanced threshold courses are for students needing systematic training in basic language areas in order to perform effectively, and its curriculum provides a more structured classroom instruction plus measured amount of social practicum experience. The Advanced level program is for those who are prepared to engage with a Chinese community and to communicate ideas with native Chinese speakers in authentic and non-textbook contexts. Its curriculum is theme-based and task-motivated and its instruction is more dynamic and requires a much larger amount of social practicum. The superior threshold program prepares those who are in China for their final Flagship year. To assure they can function as independent learners, researchers, and interns before they begin their career as cross-cultural and bilingual professionals, we put them through a curriculum that provides intensive and individualized one-on-one mentoring focusing on refining the exchange of ideas (through oral discussion and essay writing) in the register of working professionals, undertaking individualized community service projects, and performing-in-context projects aimed at preparing the students engage and establish themselves in a Chinese community.

The Qingdao Flagship Center is responsible for the design and execution of the curriculums for these programs, design and directing all social practicum projects, and managing local logistical means to secure the realization of these projects by coordinating with various Flagship programs from different US institutions, recruitment, training and management of local instructors, mentors and learning partners, negotiation with local hosting institutions for local onsite support, and monitoring and directing the progress of the students.

As the number of undergraduate students increase and as the undergraduate Flagship programs develop, the Center is also expected to work with different Chinese educational institutions and corporations to develop a flexible range of

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courses and community- practicum opportunities to accommodate students with a variety of backgrounds in Chinese language and culture-- first timers, repeat visitors, and learners who “picked up” their Chinese language through a variety of means other than the typical American undergraduate foreign language program.

As the K-12 Flagship program develops, the Qingdao Center will assume the task of working with the K-12 Flagship program in identifying and negotiating appropriate sites and partners for various types of in-China programs for high school students. It will also be working on developing courses and preparing activities that are appropriate for these students and ensure they have linguistically productive experiences through these programs.

Internship Placement and Management: One of the most important and most challenging tasks for the Qingdao Flagship Center is internship placement and management. The internship is the means by which Flagship students demonstrate the real world knowledge and skills that verify their qualifications as cross-cultural and bi-lingual professionals to themselves and to our program. Internships are typically served in Chinese organizations that are chosen to reflect each student’s domain and where a single Flagship student joins a Chinese workforce. Their bosses are Chinese managers and their colleagues expect them to contribute to the goals of the organization. It is from the internship experience that students report the greatest gain in ability to achieve their intentions in Chinese. It is also from the internship experience that our program gains the most valuable feedback, where we discover what programmatic elements have effectively contributed to our students’ success and which have not. The internship is key to our program consistently producing Americans with truly advanced skills in Chinese language and culture.

The management of this internship program is challenging because of the great variety of domains and career interests the of the Flagship students. Much time is spent in identifying appropriate internship sites and persuading the organizations to host a Flagship student. We insist that each host organization invest resources in the internship, providing housing or living stipend--or both from the more affluent enterprises. We have found that an investment on their part raises the expectations of the intern contributing to their organization and these heightened expectations raise the standard for the whole experience. For most Chinese organizations, the concept and practice of internships are still a novelty. Thus, it requires extensive negotiations with potential internship hosts and intensive training of our students to develop strategies by which they can quickly become genuine contributors to the host organization. The Qingdao Flagship Center first works with each student to identify the type of internship that is most fitting for the student’s study, research plan and career interest. It then utilizes its resources and connections to identify possible internship sites and to negotiate with the potential internship hosts. Inevitably, some adjustments have to be made by one or both sides, and the Center keeps in very close communications with both sides in this process. While student preferences and internship host desires will be carefully considered, the Center has the responsibility to also take into consideration the Flagship mission and makes the final decision on what will be the most suitable internship program for any given student. Since we have now interns throughout the year (fall, spring and summer) and all over China, and since we will place no more than one Flagship intern into one internship site, this

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process will always be an on-going one.

Before the internship starts, the Center runs a “Pre-internship Workshop” for all Flagship interns. Through site visits, lectures and discussions led by working professionals in related fields, and a series of hands-on training sessions, the workshop focuses on furthering the knowledge and practice of the types of behavioral culture having a direct impact on how one establishes oneself in a Chinese working place and the skills necessary for navigating effectively and productively in such environments.

During the internship, the Center continues to work with both the interns and the internship hosts to ensure the internship will be executed in an optimal way. Since the great majority of the Chinese internship hosts still do not treat internship very seriously and thus do not have specific internship procedures, the Center needs, on the one hand, continuously to work with internship hosts to further develop their internship programs for the Flagship interns, and, on the other hand, work with the students to develop knowledge of and skills for being accepted into a Chinese organization and being treated as a capable professional. After the internship the Center continues to work with the internship hosts on matters such as feedback on the Flagship interns’ performances, maintaining relationships, and developing a network of potential internship sites for the growing Flagship internship needs.

The success of our internships is reflected in the repeated requests from host organizations for additional and continuous Flagship students and by the frequent times the host organization seeks to continue a relationship with a student after the internship is completed.

Student Research and Thesis Projects: Integrating research projects into a student’s study and internship experience in China ensures that the time spent there is meaningful and productive. To different degrees, most Flagship students in China have research assignments from their respective home institutions while each of the OSU Flagship students is expected to conduct research at a level that will be useful for their master’s thesis projects. Before the student comes to China, the Qingdao Flagship Center director works closely with the student and his/her academic advisor in the home institution in drafting a China research plan that is meaningful and doable. When the student is in China, the center director continues to provide advice to the student on fine tuning his/her research plan, identifying places and means, and developing strategies to carry out the plan. Typically, the Center will work the student’s research plan into his/her internship program, arrange local mentors who are experts in the field the student is working on, monitor the progress of the research, make all necessary adjustments including adjustments to the student’s research plan and adjustments to his/her internship program and study program, arrange local editorial assistance, and identify and arrange Chinese experts to participate in the student’s thesis defense through video conferencing from Center.

Program Development: In addition to the summer study programs and the year round internship programs, the Qingdao Center is also working on developing a series of programs that will be mutually beneficial to the Flagship mission, OSU programs, and American education in general:

Global Classroom Programs: Through video conferencing, we have developed

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several educational and cultural events with a cross cultural and bilingual context, such as internship conference between Flagship interns currently conducting internship in China and Flagship students currently studying in their US home institutions; thesis defenses participated in by students, American professors and Chinese experts in related domains; and “cultural salon” events dealing with misconceptions between China and the US, traditional folk art in contemporary China, and educational issues in the US and China. Discussions are underway about developing courses that will bring together learners and experts from both China and the US and thus create a global learning context dealing with topics such as Professional Networking in China and the US, Conflicting Viewpoints, Perspectives and Presentations on Chinese Civilization, Comparative Studies of Chinese and American Behavioral Culture, and American Studies Courses in Chinese Universities.

Teacher Training Programs: Training in foreign language pedagogy theories, approaches, and techniques for both Chinese teachers teaching Chinese to foreign learners and Chinese teachers teaching English to Chinese learners. Both the field of teaching Chinese to foreign learners and the field of teaching English to Chinese learners are expanding rapidly in China and the bottle-neck for the healthy development of these fields is the severe lack of teachers trained in effective instruction. The Center will work with both the local universities (Qingdao University, China Ocean University) to create foreign language teacher training programs for local teachers and some leading national universities (Tsinghua University, Beijing University, Jinan University, Wuhan University) to create Qingdao based national foreign language teacher training programs. Creating a cadre of effective teachers in China will have an important impact on American programs.

Material Development: Utilizing the relatively easy access to authentic contemporary Chinese materials and native Chinese speaker resources, the Center will engage in the development of a series of instructional materials for the Flagship program. These materials will be developed in audio, video, DVD and other types of digital formats (both online and off line), and printed textbooks. Currently a material development team headed by the center director and assisted by the local staff is being assembled to plan the following projects:

Professional Networking in China and the US: this course has taught in the OSU US-China Links program and Flagship program for many years and it is one of the most fundamental and effective courses in our program. We have accumulated a rich collection of materials and experience that can be brought a useful set of materials.

Viewpoints, Perspectives and Presentations on US-China Relations: this is one of the hottest and most easily mishandled issues between the two countries. The course and its instructional material will focus on familiarizing the students with Chinese perspectives, their ways of presenting those perspectives and effective strategies for responding to these viewpoints.

Classical Chinese in Contemporary Chinese discourse: The focus of this course and its materials is not to teach classical Chinese as such, but to familiarize

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students with a body of Chinese classical texts that is still very much present in modern Mandarin. The goal of these materials is to train the students to comprehend these texts and use them appropriately and effectively in the context of contemporary Chinese discourse. Command of this kind of language is taken as a mark of how sophisticated one's comprehension of Chinese culture is as well as how serious one's commitment to learning the Chinese language is. Consequently, it has direct impact on if one will be perceived as a serious participant in the discourse of Chinese professionals.

Ohio Language Summit and the *Ohio Language Roadmap for the 21st Century*

I Introduction

On June 28, 2007 the Ohio Language Summit was held in Columbus at the Center for Science and Industry (COSI), sponsored locally by the OSU Chinese Flagship Program, the Educational Council, and the Ohio Department of Development and nationally by the US Departments of Defense, Commerce, and Labor. From across Ohio, eighty-five participants from business, government, public service, and academics met to discuss the relationship between foreign language and culture knowledge and the future of our State. The business and government participants (65%) represented the **demand** for people with language and culture skills and the educators (35%) represented those who can affect the **supply** of these people in Ohio. Together they identified and prioritized the critical domestic and international language needs in Ohio. This was followed by a series of meetings of two Roadmap Design Teams--one domestic and one international--who prepared a report based on the findings of the Language Summit and their subsequent deliberations. On October 25, 2007, a condensed version of this report, titled *Ohio Language Roadmap for the 21st Century* (<http://chineseflagship.osu.edu/ohiolanguagesummit/LanguageSummitReport.pdf>), was presented at an event where Dr. David S.C. Chu, United States Under Secretary of Defense; Lt. Governor Lee Fisher, director of the Ohio Department of Development; Dr. Joseph Alutto, Provost of Ohio State University; Deborah Gavlik, Associate Vice Chancellor, Board of Regents, Dr. Susan Zelman, Ohio Superintendent of Public Instruction; and Professor Galal Walker, addressed the content of the document and its relevance to the economic and political security of our State and Nation.

The process continues: this event has been followed with subsequent meetings of the Design Teams who have further elaborated the descriptions and strategized the implementation of the five recommendations of the *Roadmap*, namely the 1) establishment of a Language and Culture Service Center, 2) a citizens' advocacy group, 3) extended sequences of language instruction in Ohio schools, 4) extensive teacher training that includes the capacity to employ technology, and 5) performance assessments in the crucial languages. Subsequently under the leadership of Dr. Randy Smith, Vice-Provost for Academic Affairs, Ohio State has convened representatives of 13 public universities in Ohio to discuss sharing resources to create the Language and Culture Service Center, extended sequences of language instruction, and the citizens' advocacy group. In addition, Ohio State is exploring the creation of an

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Institute of Advanced Language Study devoted to producing global professionals in a number of languages. The goal of these meetings among the public universities of Ohio is to present a multi-institutional proposal to the newly formed University System of Ohio to establish joint efforts to deal with these issues of language and culture education. This activity is in line with the Strategic Plan for the University System of Ohio (<http://uso.edu/strategicplan/handbook/uso/relationships.php#50>) recently promulgated by its Chancellor Eric Fingerhut. Influenced by recent activities of the Ohio Department of Education, The *Ohio Language Roadmap for the 21st Century*, consulting with Dr. Robert Slater, and the realization that global education has a direct relevance to Ohio's future, the Strategic Plan includes these actions aimed at strengthening international education:

- * The University System of Ohio will encourage foreign language learning and will promote the teaching of less commonly taught languages critical to support the state's international trade linkages (such as the languages of Ohio's top 20 trade partners) and the country's national security interests.

- * The University System of Ohio and the Partnership for Continued Learning will work with the K-12 system to encourage the study of foreign languages as early as possible.

- * The University System of Ohio will work with Ohio's private colleges and universities to develop shared programs for study abroad that are more affordable to Ohio students.

- * The University System of Ohio will work with Ohio's private institutions and the Ohio Department of Development to jointly market and promote Ohio's higher education offerings across the globe and to share the costs of recruiting international students.

- * The Board of Regents will encourage Ohio institutions to measure the satisfaction of international students with the services provided at Ohio campuses and to compare them to key competitors in the United States and abroad in order to improve services.

- * The Board of Regents will work with the Ohio Department of Development to identify Ohio companies that have a significant global presence to develop internship opportunities for Ohio students, provide these businesses with higher education resources to support their work in other countries, and to help solve overseas shortages of skilled manpower through sponsored training and recruitment of foreign nationals to Ohio's institutions.

- * The Board of Regents will collect, through the Higher Education Information system, international educational data concerning students, scholars, international educational opportunities, and research activities.

We found that agencies in government and public service have critical, sometimes life-and-death, needs for language and culture expertise and that businesses have the same needs in order to grow their markets. In Ohio, business participation did not primarily come from the major corporations that are already engaged in large-scale international trade. Rather representatives of small and medium sized firms who see international involvement as part of their growth pattern were much more interested in contributing to this effort. As it turns out, it is these kinds of firms that are driving economic development in Ohio. Our Lt. Governor has stated:

Entrepreneurship is a key factor in turning Ohio's economy around. In many

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respects, Ohio's future economic prosperity will be built around new ideas, new products and new processes that capitalize on our state's existing assets and leverage global opportunities. That's why Ohio is dedicated to helping early-stage businesses by expanding access to capital, thus improving the commercial viability of their generation of products and services. (see *Poised for Growth: 2007 Ohio Venture Capital Report*, Fisher College of Business, Center for Entrepreneurship)

This level of business involvement is consistent with combining language with culture and technical knowledge with an eye toward economic development—a reoccurring theme in the deliberations of the Roadmap Design Teams.

One of the discoveries of the Language Summit and Roadmap activities is the realization that our communities include numerous talented people who have rich experiences in dealing with other cultures and languages that they are willing to share with their fellow citizens. These global citizens are our best resource for building the capacity to meet the challenges a global century will bring to our State and Nation.

The following account reflects the on-going concerns and deliberations of the Ohioans who are participating in these activities. We conclude this section with appendices presenting some of the data the Design Teams considered in their deliberations.

Critical Domestic Language Needs

- 1) *What are the languages in which Ohio needs improved capacity?*
Spanish, Chinese, Somali, Russian, Japanese, Korean, Arabic, French, Amharic, Fulani
- 2) *What are the areas in which foreign language/cultural skill are needed?*
External: customer service; identifying and developing markets; medical/legal services; developing and presenting financial products; government and social services to immigrant/migrant communities (such as family services, economic aid, worker safety training); libraries
Internal: manager-employee relations; finding qualified language instructors
- 3) *What are costs associated with lack of foreign language skills?*
Shortage of qualified teachers; lost business with Muslim community (e.g., financial products); monolingual companies lose immigrant community's business to firms that can reach out to them; poor medical/emergency interpretation is life-threatening; time spent on cross-cultural issues in organizations with significant number of foreign-born employees; corporate image problem; lawsuits over non-performance of Title VI requirements; inability to measure level of skills of interpreters/translators; cost of outsourcing foreign language skills to third-party vendors
- 4) *What are the current solutions or "work-arounds" to situations requiring language and culture skills?*
Hire bilingual employees to reach out to immigrant communities; outsource translation/interpretation to outside vendors; hire English-speaking foreign nationals as interpreters or in-house bridges; utilize family members (children) to interpret for non-English-speaking elders, provide diversity training; create multilingual websites; develop PR campaigns for information dissemination, ignore opportunities that require language and culture capacity.

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Critical International Language Needs

- 1) *What languages are needed?*
Arabic, Chinese, Hindi, Spanish, Japanese, Portuguese, Russian, Vietnamese, French, Korean, German, Somali, Hebrew, Italian, Hindi
- 2) *Where are foreign language and cultural skills needed?*
Marketing to foreign nationals/firms, especially in the auto industry and agriculture; understanding foreign regulations, especially regarding medical devices; engaging in negotiation, especially in the intermediate levels of corporate contacts abroad; contract translation; customer service.
- 3) *What costs are associated with lack of foreign language skills?*
Lost contracts; bad national and corporate image; serious inaccuracies due to the lack of a match between the technical knowledge and language knowledge on the part of translators/interpreters; good ideas opportunities often lost in - or due to lack of – translation (reduces the talent pool in global organization to English-speakers); loss of competitiveness in global markets.
- 5) *What are the current solutions or “work-arounds” to situations requiring language and culture skills?*
Hire interpreters, provide training/education to increase Americans’ foreign language/cultural skills; use language/cultural skills of heritage speakers, take persons off their regular job assignments to deal with language issues, avoid markets or sources that require language skills.

Questions from the supply-side (public and private language educators) to the demand-side:

- How much language education is “enough” and what should the content include?
- How can supply and demand side organizations partner to produce what the demand-side needs?
- What language/cultural skills are needed and used in business?

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Critical Ohio Language Themes

Language Summit Supply and Demand participants identified 12 themes relevant to Ohio's language needs. Each group then determined the six most critical language needs in Ohio as listed below.

Demand priorities	Critical Ohio Language Themes	Supply priorities
1	The need for a workforce that is highly skilled in content expertise and language proficiency	4
2	Cultural sensitivity and knowledge, plus language skills are needed for customer retention and market expansion	
3	Need to provide meaningful incentives for development of language and cultural capacity	6
4	The need for language and cultural skills across the spectrum of proficiency levels, from Basic to Superior	1
5	A need for a global change in the way Americans regard the importance of language learning and culture skills	2
Two tied for 6 th place	* Quality Control Issues: There is a need for accurate field-specific translations and interpretations. * A public education campaign to educate the community in the value of being culturally competent and having language skills.	5
	Need linguistic and cultural awareness training to create a welcoming destination for foreign direct investment in Ohio	3
	* Acute need for Somali (in central Ohio) and Spanish language training for medical/safety/emergency services * Train interpreters to understand the culture of the people with whom they are working	Two tied for 7 th position

Following this meeting, we invited two teams of concerned and uniquely qualified Ohioans to address the international and domestic challenges facing the State in its determination to expand its economy, improve its foreign language education, and deepen the understanding of its place in the world on the part of its citizenry. These are the bases for assuring the future security of the State and the Nation and are what we intend to address in *Ohio Language Roadmap for the 21st Century*. The members of these teams believe that globalization of the world economy is on-going and members of the teams observe that national economies in some parts of the world are expanding explosively. If Ohio is to thrive in this global competition, we will need management and a workforce that can interact creatively and effectively with people from other cultures, be able to glean information and innovations wherever they may occur in the world, capitalize on Ohio's strategic location, resources, and capabilities, and fully develop opportunities where the state has a sustainable competitive advantage. Some Design Team members see the failure to act decisively in preparing the Ohio economy to participate fully in the global arena as a major failure of foresight and will. Consequently, Ohio must invest in preparing our people and organizations to deal with linguistic and cultural complexity by creating programs and institutions to promote and develop a broad capacity to conduct business effectively in the 21st century.

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The Language Summit and the subsequent final report, the *Ohio Language Roadmap for the 21st Century*, are essentially a citizens' effort to identify educational issues in the global challenges facing Ohio and possible solutions to resolve our shortcomings. The purpose here is to state the basic situation and then challenge ourselves and others, especially those in leadership roles, to step up and lay the foundations for a better response to what looks like an inevitable future.

II. Strategic Vision

We see Ohio gaining a strategic advantage by redefining the role foreign language ability plays in Americans' educational and professional lives. Solidifying Ohio's successes in foreign trade and attracting foreign labor requires recognizing the importance of foreign language skills in building trusting relationships with non-native speakers of English at home and abroad. From the national to the local level, trust between communities from different cultures reduces the potential for conflict, increases the opportunities for cooperation, and advances collective security. The Roadmap Design Teams' action recommendations for Ohioans in government, business and education are captured by one strategic vision:

In Ohio, businesses, government agencies, and educational institutions will collaborate to create a multilingual workforce by developing innovative programs that assure Ohioans of opportunities to gain advanced knowledge of foreign languages and cultures in conjunction with job-related technical and academic knowledge.

Building a strong multi-lingual workforce that opens untapped global and domestic markets creates a stronger Ohio economy. Our vision is that Ohioans with professionally-useful foreign language ability will create positive, trusting relationships with people of other cultures and that these relationships will lead to the creation of new jobs and businesses. By leading the nation in strengthening global economic ties, Ohioans will also lead the nation in strengthening state and national security through their ability to communicate effectively in critical languages.

These global professionals able to establish trusting relationships with speakers of foreign languages will be the product of innovative educational resources that promote lifelong culture and language learning from elementary school into the workplace. Ohio can lead the nation by developing a visionary approach to early language and culture study that combines language study with core educational content such as mathematics, science, and social studies. In this way Ohio students can become global professionals, able to communicate with counterparts around the world on occupational and academic topics. This approach works not only with English speakers learning other languages, but also in helping Ohio's new immigrants become proficient in communicating their expertise in dual language environments. Through distance learning technology, this model can be promoted in the work place.

As a nation of immigrants, the United States is in a unique position to be the cross-language, cross-cultural broker of world trade and finance. If Ohio can recognize this potential and act on it, adding language ability to our marketing and management skills will keep Ohio competitive in a global service economy.

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III. Action Agenda

Strategic visions become reality through actions. To realize the strategic vision, the Ohio Design Teams divided their action recommendations into a set of projects to promote the supply of foreign language instruction and learning and a set of projects to increase the demand for foreign language skills. Some of the recommendations require dramatic decision-making by Ohio's political, business and education leadership. Some would be low or no cost changes in the way organizations regard language and culture issues in our state.

A. Pulling together resources to implement the Roadmap

Action Item 1: Establish an Ohio Language and Culture Service Center (LCSC)

The Design Teams focused on the concept of a service center that would develop and organize foreign language and culture expertise. This expertise would be devoted to assisting Ohio citizens and organizations deal with the themes that emerged from the Language Summit. This Ohio LCSC could be located in an appropriate government agency, in an institution of higher learning, or even exist as an independent non-profit organization, but it would be tasked with providing the basic infrastructure for expanding and improving the learning of foreign languages and cultures in the state and the application of language and culture skills in Ohio's public and private sectors. This center could also have satellite locations throughout the state (libraries, education centers, heritage community centers), connected by technologies and shared interests.

The Roadmap Design Teams propose that the basic functions of such an organization include:

- 1) Developing and managing databases of individuals available to Ohioans who have certified language proficiency combined with expertise in technical and occupational areas, public and private resources for dealing with language and culture needs, and employment opportunities requiring language and culture skills
- 2) Organizing and managing projects requiring foreign language capabilities (e.g., developing foreign language web sites for companies and government agencies, researching markets in other countries, public relations campaigns in foreign languages)
- 3) Consulting and advising on educational programs in foreign languages, including providing summer language field study and study abroad opportunities for Ohio language students and teachers. The LCSC should function as a clearinghouse for language and culture learning opportunities for all Ohioans seeking to expand their abilities to successfully navigate other societies.
- 4) Organizing teacher training and advising on the development of foreign language programs
- 5) Providing assessment of students' and professionals' foreign language skills and foreign language programs

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1) Serving as a venue for the interface between government offices and constituents where language issues arise.

What are the outcomes of such a center?

The LCSC would be one location where Ohioans and Ohio companies could go to when confronting a problem involving language. If the Ohio LCSC is unable to provide a solution, it should be able to identify available resources, give examples of previous solutions developed for similar problems, estimate the cost of a solution and be prepared to organize and manage projects. The LCSC would provide the means by which qualified individuals can find cross-cultural work and where Ohioans can improve their knowledge of foreign cultures and languages through access to resources such as Ohio State's Individualized Instruction and on-line courses taught by colleges and universities across the state.

The LCSC will have updated information on services such as language hotlines where law enforcement, courts, hospitals or security stations at airports can call to find the appropriate interpretation service. If care is taken when planning and organizing the LCSC, it will also be a "go to" organization where immigrants feel comfortable. As such it will be an ideal venue for government representatives to reach out to immigrant communities to inform them about government policies and programs.

The end goal of establishing the LCSC is to aggregate and nurture the resources necessary for transitioning Ohio from a manufacturing-based economy strongly affected by off-shoring of operations to a robust future-oriented economy drawing strength and resilience from Ohio's strategic location, resources, and capabilities, and from dynamic expansion into national and global markets where the state has a sustainable competitive advantage.

To be successful the LCSC would have to be built on a broad collaboration of education, government, and business. The expertise of our strongest educational institutions must accommodate the needs of government agencies and businesses, share information on personnel and resources, and a provider-client relationship nurtured. If we are right in predicting that Ohio's economy will become increasingly global, the demand for these services will be sufficient to sustain the expert staff this facility will require.

Which organizations might be the drivers for this project?

Three state agencies are most concerned with cross-cultural interaction: the Ohio Departments of Development, Agriculture and Jobs and Family Services. The Departments of Development and Agriculture are tasked with creating job opportunities for Ohioans through export and foreign direct investment; the department of Jobs and Family Services is responsible for making sure that available job opportunities and government services are communicated to all Ohioans, including those with limited English proficiency. Federal agencies in Labor, Commerce, Education and Health & Human Services will be interested in the LCSC because of the positive impact on workforce and trade. Trade associations will find added capacity for their membership to engage foreign language communities. Law enforcement agencies such as the TSA, FBI, and local police will appreciate having a one-stop location for resolving language issues. The Ohio Department of Education will have a powerful resource for implementing its future foreign language policies.

What would be the timeframe for establishing such an organization?

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The LCSC will require five years to establish funding, staff and a physical location. If an existing facility such as the World Media and Culture Center at Ohio State could be expanded to serve this function, the timeframe might be shortened. The first two years need to be devoted to developing and managing standardized assessments, assessing foreign language speakers and building the databases that will serve as the basis for Ohio LCSC consulting operations.

How the Ohio LCSC Contributes to the Strategic Vision

Such a Center will serve both a symbolic and practical function. It will symbolize to Ohio the social value of individuals from other countries and of Ohioans who have developed the capacity to effectively communicate in foreign languages and cultures. Through the use of a variety of world media technology such as satellite television and Internet news sources with electronic dictionaries, the Center and its affiliated locations around the state can embody the spirit of the strategic vision, providing a venue for continued learning of language and culture as well as developing a welcoming social environment where heritage communities and their Ohio neighbors can interact.

The mutual understanding that comes from interaction and education reduces the mistrust that exists between cultures; the concentration of foreign language and culture expertise and language-related activities produces an environment here in Ohio where any American can be immersed in the foreign culture of their study or interest.

Action Item 2: Create a networking organization, Language Partnering for Life (LPL)

Roadmap Design Teams suggest that the LCSC organize a service organization that brings together public and private groups with a stake in cross-cultural understanding and communication. This group, tentatively named Language Partnering for Life (LPL), will be associated with the Ohio LCSC and will provide the community base for life-long learning, putting individuals in touch with native speakers of languages they are studying and activities based on the media sources of the Center. Functioning like a Rotary Club with many language-based sub-groups, the LPL will organize international events, culture-festivals, trips abroad, and study groups. Drawing on the leadership of business and public organizations with vested interests in cross-cultural communication, the LPL will provide the social motivation for continued language learning and for networking with persons of like interests.

Functioning in conjunction with the Ohio LCSC, this organization can provide the state agencies, local governments, and Ohio businesses with access to individuals who can facilitate interactions with foreign visitors who are in Ohio to conduct business or simply to enjoy the amenities of the state. The LPL could play a key role in making sure foreign tourists and sojourners in Ohio have a good chance to experience the state on a personal level by including them in LPL activities and introducing them to LPL members across the state. Working with the LCSC, LPL will develop language and culture training programs for organizations and localities interested in attracting foreign direct investment to Ohio. Ohio has much to offer foreign firms, but it must be packaged and presented in such a way that these firms are made to feel welcome to Ohio.

Using the facilities of the LCSC and LPL, or the affiliated language programs of universities, colleges and community colleges, individualized instruction programs,

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specialized language study groups (e.g., “business Spanish”), or language maintenance courses such as Japanese-for-anime-fans can be offered as a volunteer or fee-based activity. University language programs can cooperate to create foreign language mentorships such as Engineering in French or Medical Care in Somali. These venues can be made accessible to a wide range of learners and can involve members of heritage communities and special interest groups who want to share their languages and cultures.

What are the desired outcomes of the LPL?

The LPL office will compile a list of interested stakeholders in Ohio’s globally-oriented communities and be the driving force behind information sharing and networking among them. This information sharing will help guide funding to groups who need it, help groups find synergies for growth, and help organizations with similar goals pool their resources. One example of such organizations are Ohio’s sister city associations. Ohio cities with sister cities abroad currently act independently of each other, and, for the most part¹, independently of other organizations in their city such as local universities, law enforcement, chambers of commerce, and even local government offices. Through personal connections in the LPL, Ohio cities and their sisters abroad will discover rich opportunities for cross-cultural learning and trade.²

The LPL office will also organize meetings of its members so that the demand side of the world language equation can regularly communicate their needs to the supply side. With regular input from the end users of the education system’s product, educators can continuously improve foreign language education to fit current needs, including shifting resources to a newly identified critical/high-need foreign language.

The Ohio University language survey results indicate that Ohio’s suburbanites are more likely to support foreign language education than residents of urban and rural areas, but that a large segment of the state’s population does not believe foreign language ability brings job opportunities. With Ohio’s industrial cities in decline and agriculture competing globally for markets, the demographics that most need new paths to profitability are the groups least cognizant of the benefits of foreign language skills. The LPL will be an excellent medium through which success stories involving foreign-language speaking Ohioans can be shared with state decision makers in business and government. Anecdotal and qualitative data relating foreign language skills to increased business and happier immigrant populations already exist, but they lack a group like LPL to disseminate them.

Which organizations might be the drivers for this project?

The Ohio International Trade Division, as a representative of the state’s export interests, will be interested in the LPL’s ability to find/create opportunities for its constituents. The Ohio Tourist Office will find this organization helpful in developing tourism from abroad. The Ohio Chamber of Commerce and trade associations will expand their foreign resources. The Ohio Department of Education will have access to an organization of advocates and advisors for their future foreign language policies. Ohio’s heritage communities and international organizations will have an umbrella organization through which their concerns can be amplified.

What would be the timeframe for establishing such an organization?

¹ Youngstown, Ohio, for one, has an active and locally-integrated sister city program.

² A list of Ohio’s sister cities can be found in Appendix C

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It will take two years to organize membership, drawing on the databases organized by the Ohio LCSC. After that, it will take two to three years to build committed partnerships and develop a strategic plan for advancing the LPL's goals.

How does the LPL contribute to the Strategic Vision?

Many individuals and organizations already share the strategic vision for Ohio's future, but do not know there are others like them in the state. The LPL can provide the focus on language and culture and provide the social vehicle for articulating problems and working toward solutions. Handled correctly, this organization can be a desirable affiliation for the individuals and organizations that are or are intending to play on the global stage.

In addition to articulating problems, the LPL also articulates success stories of Ohioans using foreign language skills in their careers, generating demand for more such individuals and pushing a virtuous cycle of foreign language supply and demand.

B. Developing educational models and resources for lifetime foreign language learning and teaching

The strategy for assuring that the next generation of Ohioans will be players in the global competition for economic and cultural advantage should focus on making effective language instruction available across the state and in providing motivation for developing and maintaining high-level language abilities. The Design Teams suggested tactics for seeing that strategy to a successful conclusion. Dovetailing with FLAC recommendations, some tactics will require political allocations of scarce resources, some will only require us to rethink current practices and consider the redirection of current resources to more effective use.

Action Item 3: Developing long sequences of foreign language study

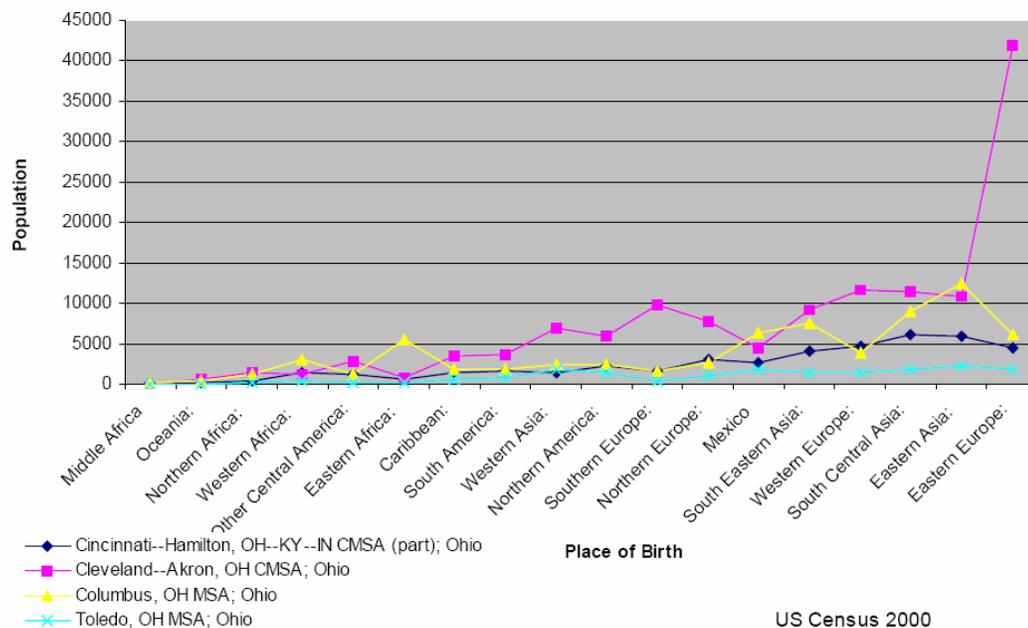
The long-term goal is to establish extensive articulated programs of instruction in critical languages. Depending on the capacities of local communities, such programs should begin in the early elementary grades. If such sequences are not available in certain languages at lower levels, then institutions of higher education should institute extended sequences of language instruction focused on developing students who are capable of functioning in career environments, even if these sequences must extend into graduate levels to achieve these goals. The longer the sequence, the better.

For producing high-ability graduates, the length of time students are exposed to quality language training is the best indicator of consistently achieving success. Many education institutions in Asia and Europe are opting for a full K-16 sequence, with the role of dual-language schools becoming increasingly important. The one feature of sequential years of foreign language study that cannot be ignored is that the sequence must lead to continued study. A K-12 program should not be attempted unless there is intention and commitment to continue the entire sequence and encourage graduates to continue their use of the language in college, in their work, or by spending time in countries where the language is spoken. Based on Ohio's current and anticipated foreign language needs, languages that should be taught in extended sequences include (in alphabetical order): Arabic, Chinese, French, German, Japanese, and Russian. Different localities around Ohio may have reasons for including other languages in this list. Here are some tactics for realizing these extended sequences of foreign language study in schools across Ohio.

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Regional focus on particular languages: Supporting an extended sequence of foreign language study is a significant commitment for any school or school system; therefore, the choice of which language sequence should be adopted is critical. For the state of Ohio, it would be beneficial if different communities focused on different languages, perhaps based on the availability of language resources in that community. Toledo would find extensive resources for developing an Arabic sequence, Central Ohio would find reasons for focusing on Chinese and Japanese, and the Cleveland area would find local resources for choosing to develop sequences in Russian and Eastern European languages. Refer to the following chart to see a regional distribution of immigrants in Ohio. Please note that Arabic speakers seem to be left out of this chart.

Ohio Immigrant Population by Metropolitan Area and Region of Birth (2000)



From: The Ohio State University Ohio Agricultural Research and Development Center
www.farmtomarkets.com/marketinfo/Organic%20OH%20Proud%20Foods.pdf

Materials development for early foreign language education in less-commonly-taught languages: There is a severe shortage of teaching materials for use in elementary and middle schools, especially for the so-called “less commonly taught languages” such as Japanese, Chinese, Arabic, Farsi, Korean. A concerted effort is necessary to produce the multimedia materials numerous enough to provide instructors with a choice. For early childhood learning materials, there is a need for language and culture experts to join forces with early childhood learning experts to create the most effective learning environments for pre-K through fifth grade learners. Since these sets of expertise usually reside in different parts of the major universities that are not accustomed to working together, institutional leadership must encourage these kinds of cooperative projects to be undertaken.

Integration of foreign language education and content education: Language,

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unlike technical areas like math and history, can be used as a medium for communication rather than just a subject itself. Research shows that advanced levels of foreign language ability are only reached when learners are able to use the language as a medium of exchange in a particular field. Educational institutions can take advantage of these findings and integrate foreign language education with other fields of knowledge: mathematics, science, technology, public policy, or engineering. The end result should be students who can work in the languages they have studied. For example, one American who learned Chinese and earned an MBA in the US now oversees a Chinese factory for its American owners. Being bilingual and bicultural, the American is able to communicate American business needs to the Chinese factory in a way that makes sense to the Chinese while at the same time explaining the Chinese employees' needs and concerns to the US.

Integrated subject and foreign language education can be found in immersion schools, dual-language schools, languages for special purposes courses, and internships. In Columbus' K-8 French immersion school Ecole Kenwood, students already receive 50% of their instruction in French by grade 5; at the Ohio State University, Chinese Flagship Program graduate students work with Chinese mentors to complete practical research in their major. Copying such programs in more places, in more languages and in more grades, Ohio can assume the lead in American schools by shifting the role of foreign language instruction in the overall educational process.

Supplying motivations for studying in extended sequences of foreign language instruction: There are many ways to encourage students to achieve high-level language proficiencies in their student careers. Some of these steps are nearly cost-free, while others will require institutions to allocate significant resources. An example of the former is the acknowledgment of achievement of foreign language proficiency on diplomas and transcripts. High school diplomas could acknowledge a demonstrated ability in "advanced" language (a foreign language and English) and universities could acknowledge the "superior" level of ability in language. This would require schools to consider foreign language ability on par with honors designations. A more costly acknowledgement of achievement in foreign languages would be a tuition rebate for college graduates who can demonstrate "superior" language competence. Such rebates could be adjusted to reward achievement in critical languages more generously than achievement in more widely studied languages. A 10% to 20% rebate on tuition would be powerful enough to increase the number of students graduating with the desired language abilities. Governments and private industry can also establish scholarships to support students who are studying both a foreign language and an employable skill. For example, there could be a Proctor & Gamble scholarship for Spanish Marketing awarded to a student who creates a Spanish-language marketing strategy that bridges to Latino consumers.

Study Abroad, Community Service and Internships: Through sister city partnerships, corporate relations with foreign operations, individual connections, university development and alumni offices, opportunities can be developed in foreign communities for students and graduates of extended sequence programs to develop working experiences in their languages of study. For example, the University of Dayton's School of Engineering could ask its counterpart in sister

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city Augsburg, Germany to help arrange internships for German-speaking mechanical engineering students at leading German truck and engine maker MAN Diesel.

What are the desired outcomes of the extended sequences of foreign language study in Ohio schools?

Basing foreign language study on extended sequences acknowledges the nature of the process of learning to communicate in a foreign language. Researchers show that socialization in one's own culture takes from 25,000 to 35,000 hours of intimate interactions with doting caregivers; becoming socialized in both one's own culture and a second culture is an ongoing endeavor that will be nurtured and encouraged by extended sequences. By the time our students reach college, they can be in a position to learn to perform professional tasks in their chosen foreign languages. If a student has learned to speak general-use Spanish by the time of high school graduate, s/he can learn, for example, engineering Spanish in college. A tier-1 auto parts supplier recently brought a Mexican engineer to a plant in Ohio to improve communications after discovering that his American predecessor was unable to break the culture barrier and failed to communicate the needs of customers GM and Ford to plants in Mexico. Ohioans (including Hispanic-American Ohioans) trained in professional engineering Spanish would have been able to resolve the communication problems without the supplier having to move the Mexican engineer, his wife and their three children to Ohio.

An integral part of achieving professional ability in foreign language environments is having practical training in the form of internships. Americans on internships abroad will learn how to apply their classroom achievements to the specific environments of their target cultures. Through the former US/China Links program and now the Chinese Flagship graduate program, Ohio State University students of Chinese have been placed in 5+ month internships in China where they have learned how to entertain Chinese cruise ship guests, attract foreign investment, produce Chinese television shows, and create financial reports. Many forms of knowledge can only be acquired through experience, and internships abroad will inculcate Americans with experiential knowledge while reinforcing their foreign language abilities.

Which organizations might be the drivers for establishing extended sequences of language study?

It will be necessary for the Ohio Department of Education to promulgate the practice of regional language emphasis. The US Department of Education can direct resources to extended-sequence programs. The US Departments of Defense, Commerce and Labor will be interested in the impact this will have on workforce development. The Ohio Board of Regents, Ohio university presidents, university deans and department chairs, and university development offices will see the advantages of combining foreign language study with academic and career goals. Local school systems will develop special expertise in particular languages, with Columbus creating programs to teach Somali and Toledo to teach Arabic. Private foundations with educational and international missions will view these reforms as models for the rest of the country. Publishers of educational materials in the US and in the countries of the languages being studied will see extended sequences as an expanding market for their products.

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What would be the timeframe for establishing extended sequences of foreign language study in Ohio schools?

- i. Articulated early FL education: 7-8 years (based on FLAC estimates)
- ii. Materials development: 5-10 years
- iii. Integration of foreign language and academic subjects: 5-10 years
- iv. Scholarships and rebates for language proficiency: 1-3 years
- v. Acknowledgements of language proficiency: Immediately
- vi. Internships: Immediately

How would extended sequences contribute to the Strategic Vision?

Establishing extended sequences of foreign language study that are integrated with other academic and technical subjects will cause a paradigm shift in foreign language education. The Design Teams consider this a necessity if the needs identified by the Language Summit are to be met. It will take the entire education system to produce individuals ready to work in foreign language environments—from the political will to focus on foreign language capacity as a workforce issue, to the strategic educational decisions to focus on particular languages and academic levels, to the daily implementation of performance-based instruction. Whether the individual is in Ohio working with foreign language speakers or is in a foreign land as a representative of an Ohio organization, the skills necessary for interacting with foreign language speakers on their terms require more time to acquire than any single educational institution can provide. For this reason, the Design Teams again agree with FLAC that articulation across all levels of education is the only viable and scalable means of consistently producing Ohioans who can use world languages in all aspects of their personal and work lives.

Action Item 4: Train, license and employ more teachers educated in the use of technology and develop networked programs around these qualified teachers

Especially when FLAC and Design Team recommendations for extended sequences of foreign language study are implemented across the state, there will be many more positions for foreign language teachers than there are currently individuals qualified to fill those positions. Growth in Spanish enrollments are driving the need for trained language educators in Ohio, but the creation of entirely new less-commonly taught language programs is also pointing the state toward a severe shortage of well-trained foreign language teachers.

One solution to the problem has been the establishment of the Governor's Alternative Licensure Program (ALP). Created to fill teacher shortages across a number of subjects, the ALP has seen mixed results in producing qualified instructors that are immediately hired. For languages with broad appeal like French and Spanish, the positive results of the ALP are clear. Under traditional licensure procedures, 25 institutions of higher education produced about 225 language teachers per year. In one cohort, ALP produced 120 qualified language instructors.

Because of their popularity with students and administrators, there is a shortage of teachers for French and Spanish programs across the state, but there is also dire need for qualified teachers of "critical languages" such as Chinese, Arabic and Farsi. This shortfall has many causes: few schools hire such teachers, few training programs produce such teachers and there are few authorized programs granting teaching licenses in these languages. While the need for fully certified teachers of critical

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languages looms large in the minds of the participants in the Language Summit and the Design Teams, the lack of demand and supply has made it difficult to move in that direction.

The Governor's Alternative Licensure Program in languages such as Arabic, Chinese, and Japanese was an attempt to break this stalemate. This program produced a few dozen trainees qualified for certification, mostly in Chinese. However, only a few of these individuals were hired by Ohio schools. One reason was the availability of volunteer, or "free," teachers from China, provided by the Office of the Chinese Language Council International through the College Board and other cooperating agencies. These volunteers seemed to diminish the market for the Chinese teachers trained in Ohio who are qualified for licensure. This experience shows us that the state must have an overall policy for developing the human resources to meet its long-term needs. The opportune grasping at all available solutions can easily develop into harmful contradictions that impede the development of the infrastructure necessary for making Ohio a leader in foreign language education.

The first step toward creating an overall language teacher training policy is to start a campaign to convince Ohio educators to build substantial language programs in their schools. Then develop the supply chain by:

- 1) Developing more high quality, accelerated teacher training programs for high-need, critical languages
- 2) Establishing more regular teacher training programs in universities and private training centers
- 3) Recruiting college educated heritage speakers to become licensed teachers of critical languages
- 4) Training teachers how to use technology creatively and effectively in foreign language instruction.

As the need for qualified foreign language teachers reaches a critical stage, departments of education may consider programs that offer subsidies to schools for hiring qualified teachers. Such subsidies could have time limits and be offered with the understanding that the local school will continue successful foreign language programs.

As we develop a corps of qualified teachers in critical languages, Ohio should think outside the box and create a series of language courses that are accessible through the Internet. We should strive to provide the widest range of Ohio students with opportunities to study the languages they want to learn. Even if a school or school district offers an extended sequence of language courses, it cannot do so for more than one or two languages. However, it could make other possibilities available to students if qualified teachers are connected to students in schools throughout the state by means of the Internet and other instructional technologies. Examples of such networked programs are the Regents Chinese Academy (summer 2007) and the Distance Chinese Individualized Instruction Program at Ohio State.

What are the desired outcomes of having qualified teachers and networked programs?

The primary goal of increased teacher training and the creation of multi-school programs is to accelerate the state's capacity to teach foreign languages. While it is not practical for every school in every school district to have different teachers for all the target languages, different districts can focus on specific languages and offer other languages through the Internet. As many experts have pointed out, learning a second

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foreign language is easier than learning a first one; thus, students who happen to live in a district with elementary school Russian are not fated to learning only Russian in their lives – they may pick up a different language later on in their student career as they attend schools with other options or qualify for a networked program.

A standardized teacher licensure program will lead to growth in teacher programs and a greater number of licensed teachers. Because foreign language education will become integrated with subject teaching, teacher training will have to include team teaching skills so that foreign language teachers-to-be become comfortable with and effective in having a supporting role in subject learning. As language proficiencies spread and subject-matter teachers are imported (virtually or actually) from other countries to teach their subjects in American schools, the licensure processes will need to be streamlined and made less burdensome on potential teachers.

With technology employed in the classroom and beyond, we can integrate current internet and television content into language instruction, have students interact with foreign nationals in the target language in speech and writing, and use videoconferencing technologies to take foreign language education to areas of Ohio that would otherwise be unable to provide early or varied foreign language education choices.

Having networked programs would allow small groups of students interested in studying a language not offered locally to combine with similar groups across the state and form complete language classes. Thus, isolated students of a language can participate in a fully resourced course under a qualified instructor. Networked programs could include the idea of creating multi-school classrooms and global connections between Ohio classrooms and classrooms throughout the world.

Which organizations might be the drivers for having qualified teachers and networked programs?

The Ohio Department of Education, in cooperation with university schools of education, and with organizational support from FLAC, can simplify certification processes. Interstate teacher associations can develop agreements on accepting certification between states. Private teacher training schools can offer training programs based on the published standards for certification. Heritage community organizations can identify and encourage qualified individuals to become certified teachers. Local school districts can offer wider choices to their students.

What would be the timeframe for having qualified teachers and networked programs?

It will take two years to create accelerated teacher certification programs based on existing ones (e.g., accelerated Arabic, Japanese and Chinese alternative licensure programs at Ohio State, the University of Findlay and Cleveland State). It will take another three years to establish new teacher training programs for critical languages in schools of education throughout the state. It will take an undetermined number of years to change federal policies regarding visa requirements so that more heritage speakers are eligible to matriculate into these programs (e.g., spouses of international students). It will take two years to develop instructional materials describing use of technology in the classroom. Clusters of networked programs can be set up within one year.

How would having qualified teachers and networked programs contribute to the strategic vision?

Without qualified teachers, students cannot learn foreign languages. As foreign

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language education programs increase in quantity and the expectations for proficiency rise across the country, standardized teacher qualifications and certification will contribute to articulation across grades, across localities, and even across languages. Even with a host of extra-curricular learning opportunities available to learners of all ages (from watching foreign cartoons to internships), qualified foreign language teachers are necessary for leading the language learning experience.

Networked programs under the direction of qualified teachers can extend language learning opportunities throughout the state, bringing the economic and security benefits (e.g., smooth interaction with public services) to members of all Ohio communities.

Action Item 5: Create performance-based tools for assessing foreign language learners' ability to communicate effectively

Assessment instruments for identifying an individual's skill and task proficiencies in a given language and a program's effectiveness are key to the development of the infrastructure that will sustain this effort. Once the goal of language study is determined to be the ability to work in the language, performance-based assessments can provide standards for language proficiency and language teaching qualifications. The LCSC can assemble and distribute currently available assessment instruments (e.g., OPI, STAMP test, CAAP tests, NOELLA, SOPI), as well as create new assessment instruments using the latest technology and pedagogical research. In the Internet age, assessments can be implemented from any location and databases maintained to identify persons and organizations with language and teaching qualifications.

What are the desired outcomes of reliable performance-based assessments in foreign language study?

If performance-based tests and portfolio assessments reflect whether or not students are able to use foreign language skills to communicate with foreign counterparts, teachers who are inclined to "teach to the test" will emphasize performance in their instruction. If progressing to higher levels of instruction is tied to performance in the target culture, as sports is tied to the playing fields and music to the recital hall, students will clearly understand the nature of learning to communicate in a foreign language.

Effective assessment will require the creation of third-party assessment agencies. Assessment should not be controlled by the schools or programs that teach the languages. Bureaucracies responsible for evaluating their own achievements tend to report success. Also, independent assessments will make it possible to compare language programs across schools and regions which will facilitate the improvement of language instruction in general. With commonly-accepted standards for assessment in place, third party assessors can be tasked to assess foreign language programs and their learners throughout the state.

Which organizations might be the drivers for creating effective assessment tools?

Under this plan, the Ohio and US Departments of Education will be key in establishing the need for effective and assessment instruments. The American Council on the Teaching of Foreign Languages (ACTFL), as the current standard-bearer of language proficiency, will play a role in developing broader assessment tools. The Departments of Defense and State, including the Interagency

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Language Roundtable, will play an important role in the use and validation of such assessment tools. Language-based and subject-based teaching associations will contribute to creating content-appropriate standards.

What would be the timeframe for establishing reliable assessment for language study?

In conjunction with the development of organizations such as the Ohio LCSC, an assessment center could be partially operational within three years and fully operational in five years.

How would reliable assessment instruments contribute to the Strategic vision?

Effective assessment tools are necessary in order to measure progress toward realizing the goals of creating a multilingual workforce and developing the educational programs necessary to doing that.

The Roadmap Design Teams' recommendations were reached after several weeks of reviewing data and discussing the current state of foreign language education and use in Ohio. The following sections contextualize the environment in which the preceding recommendations were born, describing Ohio's level of globalization from a statistical perspective as well as Ohio's current foreign language capacity strengths and weaknesses.

IV. The Current State of Play

Overview

Thanks to its strong manufacturing and agricultural base and well-established higher education system, Ohio is currently a highly internationalized state:

- 20.6% of Ohio manufacturing jobs are linked to exports, mostly in vehicles and machinery
- Ohio's agricultural export volume was 13th in the nation in 2005 and 6th in soybean exports
- Ohio ranks #7 in non-bank foreign direct investment and 8th in # of foreign direct investment jobs
- Ohio's international students rank ninth in the nation in their economic contribution to the state (tuition, living expenses, etc)
- Ohio agriculture depends on immigrant labor for harvesting and milking. At last count, 15,782 migrant laborers worked in Ohio.
- The top countries with businesses in Ohio are: Japan (339), Germany (165) and Canada (129)

Ohio's aggregate success in internationalization also reflects the migration of manufacturing jobs – once Ohio's backbone – to Canada, Mexico and Asia. While Ohio corporations have benefited from off-shoring goods and services, Ohio's workers have seen their opportunities decline. The data below describes Ohio's needs for greater internationalization in such areas as labor management and tourism:

- Only 3% of documented Ohio residents were born outside the United States... but that number (and another possible 75,000 undocumented immigrants) is greater than the population of Cincinnati
- Only 7.3% of the labor force in the Midwest is foreign born... but immigrants accounted for 83% of labor force growth here

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- 18,465 interpretations were performed in Ohio courts 2003-2004... but 30% of court interpreters have not been required to provide qualification of their skill
- Canadians comprise the largest group of international visitors to Ohio, with German- and English-speaking Europeans following – all of whom speak languages already commonly spoken by Ohioans
- The #1 destination for Ohio State students studying abroad is England. Numbers 6, 9 and 10 are also English-based programs in English-speaking locations

The Private Sector and Foreign Languages

As far as Ohio business is concerned, the issue is not how many foreign language majors Ohio's education system produces every year, but how many graduates are ready to *work* in foreign language environments. In the absence of Spanish-speaking accountants or Chinese-speaking mechanical engineers, large Ohio companies prefer to rely on US-educated natives of the target culture – and large budgets – to cross the cultural barrier. Smaller employers cannot afford to spend large amounts of money to resolve cross-cultural communication problems, but also cannot afford to hire the few employees who have mastered both a technical specialty and foreign language skills.

The labor market for professionally-skilled foreign language speakers in Ohio presents a chicken-and-egg problem: there are very few potential employees who are technically skilled and speak a foreign language at advanced levels, so employers are satisfied with only technical skill; students see that foreign language skill does not make them any more competitive and so they do not pursue the difficult road of mastering a foreign language and a technical skill.

As one Ohio State foreign language major discovered, many American jobs situated in foreign language environments are expatriate assignments reserved for middle and upper level management. Even students who have majored in a technical field and achieved a high level of foreign language ability before graduating are faced with the prospect of having to work for ten years in non-foreign language-using positions before they can even be considered for expatriate assignment.

Foreign Language Use and the Public Sector

For the most part, Ohio government offices' foreign language needs lie in serving the Latinos that comprise a large portion of the state's agricultural workforce. Following Spanish, other top language needs encountered by Ohio government offices include: Somali, Arabic, Russian, Chinese, and Vietnamese. Spanish is far and away the most-needed foreign language in Ohio's public sector.

Due to Title VI requirements to make government services available regardless of citizens' English skills, various Ohio offices have taken steps to translate and interpret commonly-encountered materials. In 2003, Ohio courts spent \$982,000 on over 18,000 court interpretations; the Ohio Department of Jobs and Family Services has Spanish-speaking staff to interact with immigrant constituents; Ohio law enforcement officials have available to them cards that say "I need an interpreter for [language X]" in case they encounter a language barrier.

Interpretation and translation is generally provided by private third parties, some of whom hold qualifications for their languages skills, but many of whom do not, relying only on their work experience to demonstrate their ability. Some Ohio offices also rely on heritage speakers such as Latino-Americans to interact with members of the target community.

Foreign Language Education

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According to the American Council of Teachers of Foreign Languages, foreign language enrollment in Ohio outgrew foreign language enrollment across the nation as a whole. A 2002 Modern Language Association report showed that pre-college foreign language enrollments in the Midwest compared favorably to other regions of the nation, with Spanish enrollment second only to the South Atlantic, French enrollment third behind the South Atlantic and Northeast and German and Japanese enrollments well ahead of all other regions in the country.

Few Ohio schools offer foreign languages for elementary students. In a few instances Arabic, Chinese, Japanese, German, French, Spanish, Russian, are offered at the kindergarten level... but only about 4,500 kindergarten students in all of Ohio received any language instruction in 2005-2006, compared to nearly 87,000 high school sophomores. These languages and Hebrew, Greek, Latin, Swahili, and Polish are all offered in the public schools, but as is common across the country, the most popular languages remain Spanish, French and German.

Nationally, the top five world languages by enrollment are, in order: Spanish, French, German, Italian and Japanese. In Ohio, the popular world languages were: Spanish, French, German, Latin and Italian.

For most public school students in Ohio, there simply are no other alternatives to studying French, German or Spanish

V. Gap Analysis of Ohio's Current State of Play

Ohio has a number of assets that promote the study and use of foreign languages amongst its citizens; and like any other state, Ohio faces many obstacles to improving the current foreign language learning situation. In this section, we offer an analysis of the strengths, weaknesses, opportunities and threats regarding Ohio's ability to improve its citizens' ability to interact with people for whom English is not their first language.

Strengths

Education

Ohio's education system stands out amongst all its other strengths. In addition to having an excellent network of primary and secondary schools, Ohio is home to many well-respected universities. In addition to four-year institutions, Ohio has many forward-looking community colleges that are geared toward practical education and serve populations that want to see a direct relationship between their education and their work.

Eleven of Ohio's 13 public universities offer foreign language majors and Ohio universities sent nearly 9,000 students on study abroad programs in the 2004/2005 school year. Within our borders, the Ohio State University is home to Chinese Flagship programs for K-16 Chinese education and beyond as well as home to a Title-VI-funded Center for International Business Education and Research (CIBER) and the National East Asian Languages Resource Center. With few Ohioans more than 75 miles away from some institution of higher learning, Ohio has an excellent existing system through which foreign language/culture outreach can be conducted.

Perhaps because Ohio has so many universities, some of them recognize that they must be innovative in order to compete. One consulting firm in Cleveland, China Source Link, is working with the University of Akron to develop foreign language

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certification for students in technical majors. Graduates in such fields as engineering and architecture will be tested and awarded proficiency certificates that they can show to potential employers and justify the salaries that bilinguals with technical skills should earn.

As numerous as Ohio's universities are, its rural citizens are spread over a large territory. Universities like Ohio State are taking a leading role in offering foreign language distance education to rural communities. Through distance education, learners in otherwise isolated communities are beginning to enjoy top-notch foreign language instruction.

Another important strength of Ohio's universities is their international student population. In the 2005/2006 school year, Ohio universities had the 9th highest number of international students of all 50 states. The students not only contribute to the local economy, but their very presence internationalizes discussion in class and helps Ohio students learn to work with people from very different backgrounds. When they graduate, these students also provide Ohio with a ready population of bilingual workers with technical skill.

Though higher education has traditionally been the center of attention for foreign language study, it is becoming clear that training for professionally-useful levels of foreign language proficiency should start earlier for some languages and *must* start earlier for several others (i.e., Arabic, Japanese, Korean and Chinese). Ohio is a nationally-recognized leader in pre-college foreign language education, and its legislature recently put its weight behind "early" foreign language education by passing House Bill 115, which provides funds for a variety of foreign language learning programs, from the summer Regents Academy for foreign languages to alternative teacher licensure programs for accelerated qualification of teachers in critical languages. House Bill 115 also created the Foreign Language Advisory Council (FLAC), a body whose Ohio Department of Education representative, Dr. Deborah Robinson, was also a Roadmap Design Team member. Demonstrating the high-level collaboration that is now taking place in Ohio foreign language education, FLAC and Roadmap Design Team outcomes are being shared between each other.

On a local basis, Ohio schools are experimenting with varying models of early foreign language education, from immersion (Columbus City Schools), partial immersion (Cincinnati) to dual immersion (Cleveland Buhner Elementary), to content-related language instruction (Toledo Larchmont and Grove Patterson). In addition to foreign language education, some Ohio students are also taking International Baccalaureate courses that stress knowledge of the world.

Finally, Ohio's growing immigrant communities have established numerous "heritage schools" where the second generation is taught the language and culture of their homelands. Ohio's Chinese heritage schools are particularly well-known and respected; Toledo's large Muslim community has also established a weekend Arabic school (Al Bayan) whose enrollment increases necessitated the addition of a new wing.

Tradition and Diversity

An important aspect of Ohio's strength in cross-cultural interaction is, as Cleveland businesswoman Kimberly Kirkendall says, "Midwestern values export well". Many Ohioans are brought up valuing community and family relationships and hard work, values that are shared with most cultures around the world. Ohio's special combination of urban areas (Cleveland, Akron, Youngstown, Toledo, Dayton, Columbus, Cincinnati) and rural areas has produced a state in which you find city

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people with traditional values, values very similar to those held by people from the developing nations with which Ohioans do business and from where Ohio's agricultural labor comes.

Though 97% of Ohioans were born in the US, there is still a great amount of diversity in the state, especially in urban areas. From Toledo's Arab community to Cleveland's Russians, from Columbus' Somali community to Cincinnati's South Asians, the amount of ethnic diversity in the state is increasingly significant. Add to that Columbus' status as having one of the nation's largest gay communities, many Ohioans are used to diversity of cultures and viewpoints. Because of Ohio's ethnic diversity, organizations have arisen to serve their needs and to help them integrate into American society. Organizations such as Asian American Community Services, Community Refugee and Immigrant Services, the Ohio Hispanic Coalition and the Spanish American Committee are existing centers of cross-cultural skill and interaction. These and other heritage organizations produce foreign language media, offer English classes, and often serve as small-scale clearing houses for expertise in the respective cultures they represent (including interpreters).

Business & Government Infrastructure

An important strength that Ohio has in terms of foreign language ability is the degree to which Ohio businesses and government offices interact with peoples for whom English is not their native language.

From GE aircraft engines from Cincinnati to bovine semen from northwest Ohio, Ohio's long-standing experience in the export of manufactured goods and agriculture products has put Ohio business on the front lines of cross-cultural interaction for decades. Ohio's strong financial and high-tech sectors are also exporting services around the globe. Despite huge job losses from NAFTA in the 1990's, Ohio has managed to remain competitive on the world market. Supporting this growth is an active state Department of Development whose domestic initiatives are led by the Office of Workforce Development, and whose export promotion is led by the International Trade Division.

Over 20% of Ohio's manufacturing jobs are export-related, but the state's international business is far from limited to exporting American goods. With its strong base in the auto and machinery industries, Ohio has attracted large amounts of foreign direct investment from Japan and Germany³. With so much cross-border and cross-culture business taking place with Ohioans, there is a fair degree of recognition that Ohio's future is closely tied to its ability to remain a part of the global community.

Ohio's multicultural strength in business and government is not limited to international trade, however. With a growing immigrant population, Ohio government offices and businesses are quickly finding ways of working with and capitalizing on the immigrant influx. Immigrants with different dietary standards are creating a need for more "organic" foods and specific methods of livestock harvesting perfectly suited to Ohio's modest-sized agricultural operations. Ohio's Department of Jobs and Family Services (ODJFS) is also working hard to make sure that the immigrant workers that keep the state's agricultural economy going are taken care of to the fullest extent of the law. With federal support, ODJFS administers "One-stops" state-wide, where employers and potential employers are encouraged to find one another and to engage in training programs that enable each side to work

³ Much of the German investment in Ohio was in Daimler-Chrysler. Now that Chrysler has been sold to Cerberus, it is unclear what the current value of German investment in Ohio is.

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better with the other.

Weaknesses

Education & Educational Resources

Ohio's greatest strength is also its greatest weakness in achieving widespread and/or high-level foreign language proficiency. While there are pockets of experimentation with early foreign language education, for the most part, they are the exceptions that prove the rule: primary foreign language education in Ohio is limited and never mandatory.

There is insufficient funding to support training, licensure and/or employment of the number of foreign language teachers required to make foreign language learning common throughout the state. In many school districts, the need for foreign language instruction is not even apparent to their administrators. Among schools that have foreign language classes, they are not articulated with higher education, leading to wasteful re-learning when and if students reach college. Other schools may offer foreign language instruction for a year or two, but cannot provide continuous learning opportunities from the time of initial instruction through high school graduation.

One factor contributing to Ohio's weakness in pre-college foreign language education is the relative lack of non-traditional learning opportunities; foreign language learning for most children remains a somewhat stale and abstract exercise that involves neither interaction with natives of the target culture nor even interaction with an instructor that has spent significant time in-country. Local Ohio businesses, which are interacting with native speakers of foreign languages all the time are not connected to education and are ignored as resources for foreign language education and practice.

Because education in Ohio is locally regulated, there is a lack of coordination between foreign language instructors, resources and administrators that leads to duplicated work as well as regions of minimal coverage. Some languages have a wealth of teaching materials, while others have very little, especially for primary and secondary school learners. Without interregional cooperation, individual discoveries of useful teaching materials often remain local.

Finally – and this is a systemic and conceptual problem – foreign language education in Ohio is often divorced from the practical applications that foreign language skill must have in order to be relevant. Few schools – at any level – relate foreign language use to technical skill; international business programs do not require more than a year or two of a foreign language – hardly enough for professional proficiency in most languages; math and engineering programs do not help students find ways of incorporating foreign language study in already tightly-packed curricula; high school students are often taught foreign languages as if they were learning to be children in the target culture, rather than adults-to-be. While there are inchoative movements toward developing a foreign language policy for the state, the present situation has yet to be significantly influenced by these initiatives.

Public Attitudes

There remains a belief in Ohio that we have done very well using English only, and so our foreign language ability is not as important as everyone else's ability to learn English. Xenophobia and an "English-only" sentiment are common throughout the state, even in urban areas. Internationally, it is often felt that foreigners doing business with Ohio *should* speak English, while domestically, immigrants are

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expected to assimilate and give up many trappings of their native cultures. Particularly in communities where Hispanic laborers are many, the win-win arrangement of having this population in Ohio – cheaper labor, social security payments that support Americans, cultural diversity – is not recognized.

As a rust-belt state, Ohio is home to many blue-collar workers who understand that their jobs were lost to capital shifted to Canada, Mexico, and Asia. Because the savings/wealth generated by lower manufacturing costs do not trickle down to laid-off line workers, many working class Ohioans blame globalization and foreign-language speaking communities for their economic hardship. To people for whom “work” means “factory work,” foreign language learning is sometimes perceived as “selling out” or helping to move even more jobs overseas rather than creating previously unexplored opportunities for employment.

Many Ohioans do not accept the utility of foreign language ability, but sometimes even those who do often fail to realize the amount of time and resources that are required to achieve foreign language skills at a professionally-useful level. A couple years of foreign language instruction may “build character” and certainly goes a long way toward opening young minds to the possibility of alternative world views and lifeways, but a couple years of nearly any language is woefully insufficient for practical employment.

Added together, the fear of foreigners, fear of the unknown, and fear of the difficulty of language learning contribute to a general lack of respect for foreign language learning in many parts of the state. In a vicious cycle, local governments do not fund foreign language education and so learners grow up in monocultural environments, continuing to fear and misunderstand foreignness; these learners then become businesspeople and policy makers who again give foreign language education short-shrift. With few models of what Ohioans with foreign language experience can do, few are prepared to make the sacrifices necessary for foreign language education to expand at the grass roots level.

The major media outlets of the state are not focused on international issues or on the challenges facing Ohio in the global arena. Treatments of events and people beyond the borders of the state and nation have a distant focus and are mostly confined to wire reports or network feeds. The roles of Ohioans in the world at large and foreigners in Ohio are usually beneath the media radar. Ohioans who achieve notable things abroad are not noticed. Programs that represent Ohio in distant parts of the planet do not attract the attention of reporters and their editors. Like the weather that stops at the national borders on television weather reports, the winds of change from foreign sources do not make it into shallow waters of public discourse in Ohio. Without a change in the attitudes toward international issues and the opportunities offered by expanding language and culture capacity on the part of those who control the media in Ohio, a change in public attitudes will continue to be a daunting challenge.

Opportunities

Ohio also has many institutional and human resources that can be further mobilized to support foreign language education. There are sources of government funding that could be taken advantage of, and groups involved in similar endeavors can begin working together. The fact that Ohio’s opportunities are so numerous bodes well for progress in the immediate and distant futures.

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Preschool-16 education

Ohio has a number of brand-new programs for foreign language/culture education as well as areas in which existing resources have not yet been utilized.

The new Chinese Flagship Program at Ohio State and new Confucius Institute at Miami University are both contributing to the expansion of Chinese education in Ohio with programs to support K-16+ language instruction as well as cross-cultural exchanges. The University of Findlay, a school that has long been ahead of the curve in international cooperation, offers a bilingual business degree that can be a model for other universities. The University of Akron is exploring language certification for non-language majors to demonstrate their skill to potential employees. Ohio's newly-formed Foreign Language Advisory Committee is in a position to help align these various initiatives.

With the internet available throughout the state, technology can be used to bring foreign language education to everyone. New ways in which technology can be used for foreign language education include integration of satellite TV programs in course content, integrating the Internet and language classes, expanding use of videoconferencing technology for distance learning, and finding ways to use video games as a constructive language learning tool (i.e., online community games like Second Life and World of Warcraft).

An important opportunity that has yet to be taken advantage of is K-16 articulation. Language learning is a long-term endeavor, so it is important that students are able to take language classes year after year without unnecessary interruptions or repetition. Because K-12 and post-secondary schools are governed by state agencies, it has been difficult to create a smooth learning transition from high school to college. The creation of FLAC promises to help bridge this gap.

Finally, non-traditional language learning delivery systems can be further developed and promoted. These include distance learning between hub and spoke schools (i.e. between cities and rural communities), greater integration of private language instruction and the school system (i.e., use of complementary materials, exchange of ideas and methods), greater use of the language magnet school concept (each state could have a handful of language magnet schools devoted to learning certain languages), and integration of foreign language study and technical skills (such as math and science programs, nursing/health, and business).

Government support

There is a fair amount of funding available for cross-cultural activities in Ohio, but its existence is often unknown. Programs such as the Workforce Investment Act (WIA) and the Federal Department of Labor's Workforce Innovation in Regional Economic Development (WIRED) could be taken advantage of more to integrate immigrant communities; faith-based initiatives are another source of funding that has not been tapped for language/culture outreach. Federally-funded Title VI area studies centers at universities have been excellent loci for academic exchange, but they could go further to integrate foreign language/culture knowledge in average Ohioans' daily lives.

Even though there may be untapped funds at the federal and local level that could be used for language/culture education, it seems that many government employees themselves are unaware of the benefits of cross-cultural understanding. Government offices could do more to increase compliance with Title VI requirements regarding providing services in foreign languages; government employees could receive more *relevant* multicultural training so as to prevent discrimination in the workplace.

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Another important opportunity is the fact that Ohio is a key election state with a new governor. With so many eyes on Ohio, the state is in a good situation to do something to make itself stand out. With a new president, the Ohio State University is in a similar position.

Community Culture Centers

There are two major untapped opportunities for creating centers of foreign language/culture knowledge and resources: expanding “One-Stop” partnerships and working with the immigrant/heritage community centers.

“One-Stops” are federally-funded offices managed by local Ohio Department of Jobs and Family Services branches that collect information from people seeking work, provide employee information to potential employers, and provide training to employers and employees. These One-Stops are already work-oriented and may be better equipped than many other organizations (including schools) to see foreign language ability as a value-adding skill.

Immigrant and heritage communities throughout Ohio construct community centers where people with a similar ethnicity can come together for worship, social support, and often, ESL classes. Created as places where immigrants and their descendants can come and feel comfortable in their shared backgrounds, these community centers can also be loci for foreign language instruction. Outside of the community center, many immigrants are sparsely located, living amongst everyone else. Inside these community centers, however, American foreign language learners can find a conveniently-located environment in which their target language is the lingua franca, and the target culture shapes behavior expectations. In addition to being a location for immigrants to learn how to get along in the US, these community centers can become places for Americans to learn how to get along with people from outside the US. Community centers can become publishing houses of target language media and teaching materials, schools for teaching traditional culture (i.e., cooking, traditional arts), and even easy ways to market goods and services to a particular niche market (i.e., halal meats for Muslims).

Collaboration

The greatest opportunity facing Ohioans may be creating greater collaboration between groups involved in cross-cultural interaction. Many organizations are engaging non-native-English-speaking communities at home and abroad, but many of them are doing so alone. The more collaboration and interaction that these organizations have, the more likely it is that they will be able to share resources and knowledge. Some examples include:

- Non-profit involvement in foreign language education: organizations can provide extra-curricular programs that integrate classroom learning and the real world
- Many countries around the world are promoting their language in response to the expansion of English – the government agencies around the world responsible for this promotion have funds and expertise that can be used to promote learning of their language here in the US.
- Service organizations like Rotary Club and the Lion’s Club can help by networking people in similar endeavors.
- The Ohio Department of Tourism is next door to the International Trade Division (both of which are in the Department of Development), making

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increased cooperation logistically simple.

- Partnerships between business and education, e.g., Battelle's support for The Metro High School, a STEM (science, technology, engineering, and math) focused high school. Businesses that believe foreign language skill is only valuable in conjunction with technical skill can create scholarships for students who major in a technical skill and double major or minor in a foreign language
- Sister city relationships – many of which already exist – can be enhanced by creating more educational and business exchanges.

Educating the public about the utility of foreign language ability may be the grandest form of collaboration yet to happen. Through public education and increased opportunities for cross-cultural interaction and learning, the general public will come to expect foreign language education, rather than begrudge it. Around the world, people study English because they know they can have a better life if they master it. High English proficiency means a good job with good pay – high foreign language proficiency in the US should mean the same thing.

Threats

A significant barrier to achieving widespread and high levels of foreign language ability in Ohio is the fact that foreign language ability is often not materially rewarded by employers. Given two candidates with similar resumes, if one speaks a foreign language and the other does not, the foreign language speaker *may* have an edge in getting hired, but is not likely to be paid more if hired. In many organizations, holders of licenses such as the CPA, CFA, etc, are given raises in return for the added value their knowledge brings to the organization; foreign language skill has no such reward. Without such a reward, there is less incentive to put in the kind of time and energy that is required to master a foreign language.

A related problem is that many organizations settle for less-than-appropriate levels of proficiency – including schools. Without a standard means of assessing professional-level foreign language proficiency, employers have become accustomed to “flying blind,” as far as foreign language skills are concerned. Coupled with Ohio's growing economy, it appears to many as if “good enough is good enough.” Because Ohio is internationally competitive today, too many Ohioans assume that whatever is working today, will work tomorrow, as well. In this atmosphere, it becomes difficult to convince leaders, students and parents that foreign language ability will be one of the differentiating factors between successful states and unsuccessful states in the 21st century.

Ohio, long a melting pot, has also long been a bastion of conservatism. For many in Ohio, English is the only language they have ever heard, and will ever hear, even though their soybeans or dairy cattle are being exported all over the world. Fear of losing American/English culture to foreign influences – especially Latino culture – and the recognition that the rest of the world is learning English has contributed to the impression in Ohio that English must be the only language used in achieving economic security.

The final major threat – also an opportunity – is competition for resources with mathematics and science education. During the Cold War, mathematics, science and foreign language education were heralded as the path to besting the Russians. Increased spending on mathematics and science education sent men to the moon and

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pay-per-view to satellites. The key now is to bundle foreign language and technical education *together*. Rather than competing for resources, these two important learning areas should be working to make it possible for American students to learn them together – learning technical skills in foreign languages and learning foreign languages by engaging in technical activities in the classroom.

A Report by the Ohio Foreign Language Roadmap Design Teams:

Domestic Language Roadmap Team	International Language Roadmap Team
<p>Laurice Baddour CulturHable</p> <p>Diane Ging Columbus City Schools</p> <p>Julia Hinten Ohio Department of Development</p> <p>Benito Lucio Ohio Department of Jobs & Family Services</p> <p>Jane McGrew Community Refugee & Immigration Services</p> <p>Mariangee Merino US Bank</p> <p>Bruno Romero Ohio Supreme Court</p> <p>Lisa Stokesbury VocaLink</p> <p>Mahdi Taakilo SomaliLink</p> <p>Ryan Wertz Ohio Department of Education</p> <p>Mindy Wright The Ohio State University</p>	<p>Diane Birckbichler The Ohio State University</p> <p>Sharlene Chesnes InterChez Logistics</p> <p>Christopher Farrar Percipia</p> <p>Roberta Ford US Department of Commerce</p> <p>Phil Hayden Hayden Environmental</p> <p>Julia Hinten Ohio Department of Development</p> <p>Kimberly Kirkendall China Source Link</p> <p>Robert Maynard Tappan Woods</p> <p>Erik Meyer Liebert</p> <p>Dixon Miller Porter, Wright, Morris & Arthur</p> <p>Amelia Rodriguez VocaLink</p> <p>Deborah Robinson Ohio Department of Education</p>

VI. Appendices

Appendix A.....Ohio Going Global: Current Foreign Language Needs
and Supply in Ohio

OHIO GOING GLOBAL:

Developing a Local Roadmap for National Foreign Language Policy

Current Foreign Language Needs and Supply in Ohio

Questions and Answers

Prepared by Patrick McAloon

Ohio State University Chinese Flagship Program May 2007

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Q: What languages see the highest enrollments in Ohio public schools?

Q: How many students are Ohio schools sending abroad, where they might achieve advanced FL skills?...

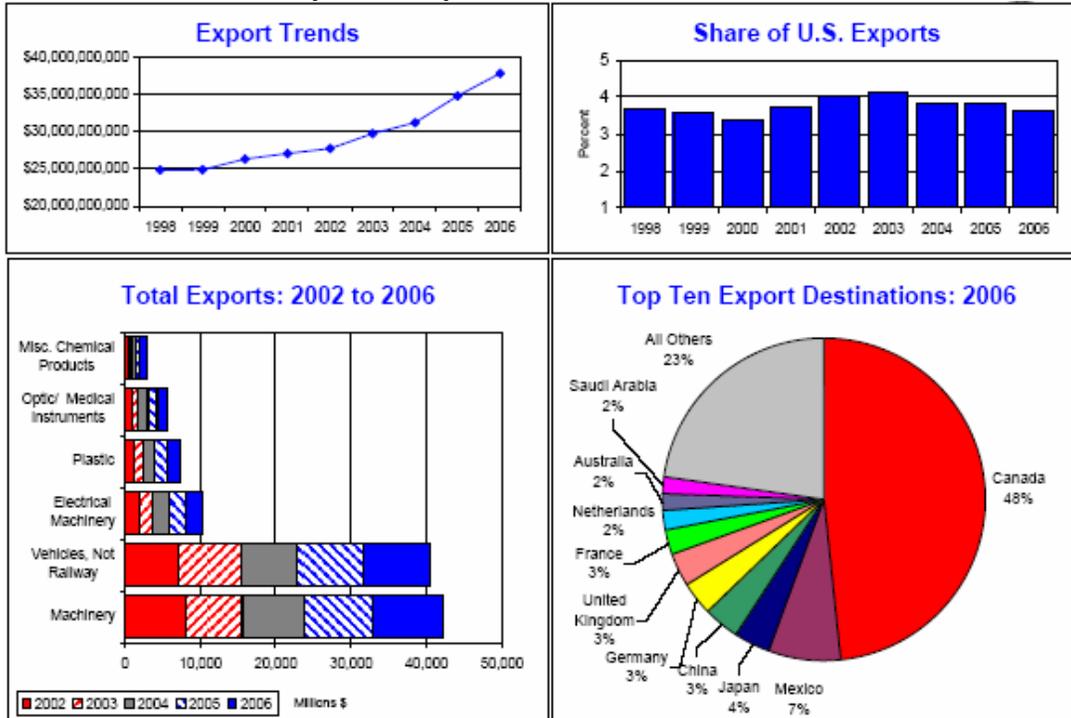
Q: ...And where do American students tend to go abroad?

Q: Do Ohio State students learn foreign languages where *they* study abroad?

1. International Foreign Language Needs

a. Ohio Foreign Trade

Ohio Merchandise Exports Snapshot



Source: Ohio Department of Development www.odod.state.oh.us/research/files/b000000004.pdf

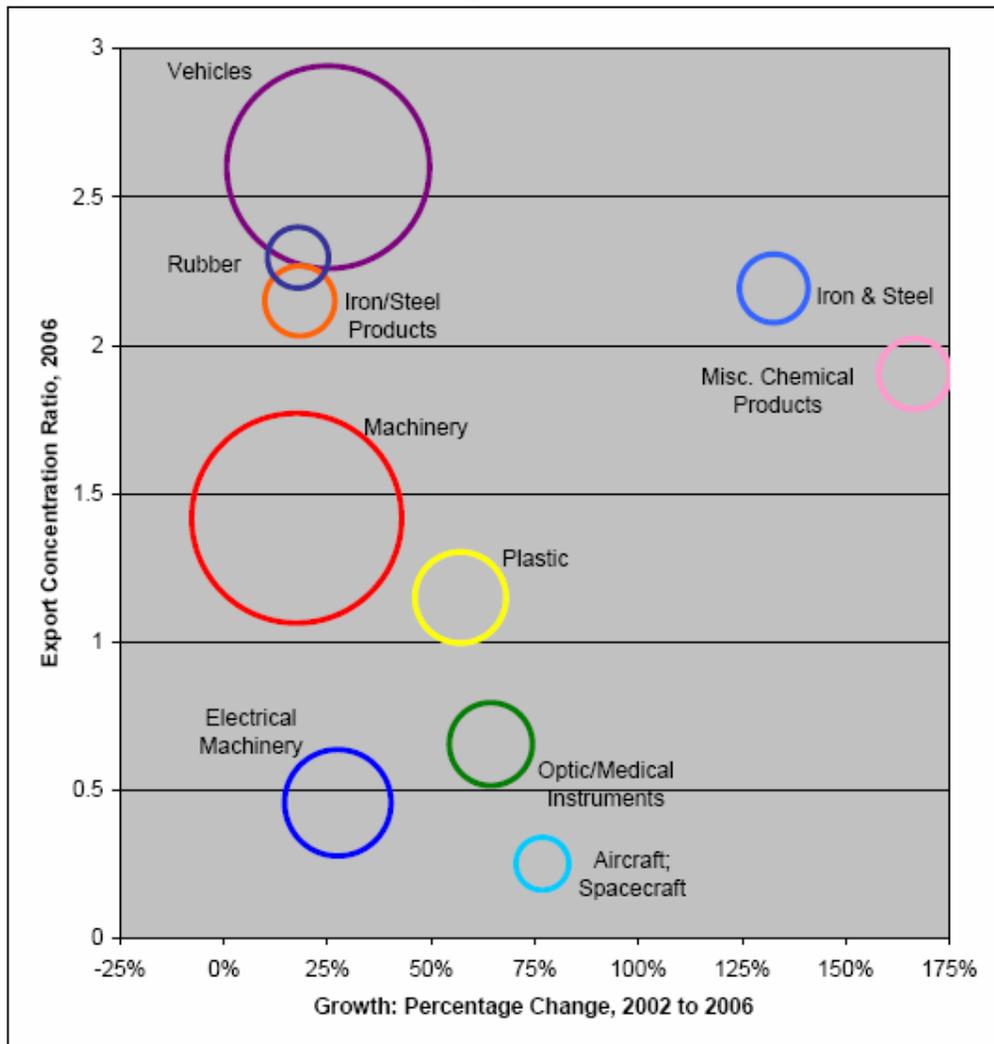
Q: How many Ohio jobs rely on export trade?

- In 2003, export-supported jobs linked to manufacturing accounted for an estimated 6.1 % of Ohio's total private-sector employment (**tied for the seventh among the 50 states**)
- 20.6 % of all manufacturing workers in Ohio depended on exports for their jobs.
- A total of 11,114 companies exported from Ohio locations in 2005, down from 13,048 in 2004. Of these, 89% were small and medium-sized enterprises (SMEs), with fewer than 500 employees.
- 118,700 non-manufacturing jobs in Ohio were supported by manufactured exports in 2003.

From: International Trade Administration www.export.gov/fta/peru/ohio.pdf, http://www.ita.doc.gov/td/industry/otea/state_reports/ohio.html

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Q: What Industries Lead Ohio Exports?



From: Ohio Department of Development www.odod.state.oh.us/research/FILES/B000000004.pdf

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Q: Ohio agriculture is big business – how international is it?

\$1.5 billion in agricultural exports in 2005, **13th in nation**

From: USDA www.fas.usda.gov/info/factsheets/WTO/states/oh.pdf

Top 5 Ohio Agricultural Exports

1. Soybeans and soybean products (**#6 in US**)
2. Feed grains and products
3. Wheat and products
4. vegetables
5. poultry and products

From: USDA www.fas.usda.gov/info/factsheets/WTO/states/oh.pdf and
<http://www.ers.usda.gov/StateFacts/OH.HTM>

Q: What countries are becoming more important for Ohio exports?

Between 2002 and 2006, exports to China went up \$793 million, Germany up \$650 million, Mexico up \$599 million, and Saudi Arabia up \$424 million. Exports to Russia grew the fastest over the 2002-2006 period, increasing 456 percent. The state also more than tripled its exports to the United Arab Emirates (exports up 282 percent), and Israel (up 264 percent).

From International Trade Administration:
http://ita.doc.gov/td/industry/otea/state_reports/ohio.html

Q: How many Ohio jobs are being lost to international competition?



From: Policy Matters Ohio

<http://www.policymattersohio.org/pdf/InternationalTradeJobLossOhio2007.pdf>

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

Q: What are some Ohio industries seeing exports *decline*?

(Figures are % change 2005-2006)

10) Aircraft, spacecraft.....	-4.6%
9) Rubber.....	-7.6%
8) Engine ignition parts.....	-7.9%
7) Passenger vehicle spark/ignition parts.....	-10.8%
6) Gas turbines exceeding power 5k KW.....	-14.4%
5) Gas turbine parts.....	-25.4%
4) Organic chemicals.....	-28.2%
3) Gear boxes for motor vehicles.....	-29.7%
2) Passenger vehicle engines >2500cc.....	-35.5%
1) Turbojets of thrust >25 KN.....	-43%

From: Ohio Department of Development www.odod.state.oh.us/research/files/b000000004.pdf
and US Census Bureau <http://www.census.gov/foreign-trade/statistics/state/data/oh.html>

Q: What kinds of Ohio businesses export services?

- Architectural design (i.e., Jack Rouse Associates of Cincinnati: Projects in China, Hong Kong, Singapore, Guatemala, UAE, Germany)
- Engineering (i.e., Michael Baker Corporation of Cleveland: Projects in Brazil, Russia, Portugal)
- Education (see below)
- Tourism (see below)
- Law firms (i.e., Squire, Sanders & Dempsey of Cleveland: offices worldwide)
- Banking/financial (i.e., National City of Cleveland: International trade services)
- Insurance (i.e., Ohio National Financial Services of Cincinnati: Chile)
- Information services (i.e., Chemical Abstracts Service of Columbus: markets to Japanese, Chinese, Korean readers; OCLC of Columbus: provides library catalog services worldwide)

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

Q: What Ohio industries are *not* major exporters?

Ohio products of 2006 export value less than \$5 mil. (out of \$37 billion total)

Product	2006 export volume	% change '05-'06
Live Animals	\$4,753,035	-10.0
Zinc & Articles Thereof	\$4,734,652	52.6
Art & Antiques	\$4,664,402	58.8
Cotton & Yarn, Fabric	\$4,179,226	-17.2
Musical Instruments	\$4,162,665	-22.4
Clocks & Watches	\$3,588,154	141.5
Lac; Vegetable Sap, Extract	\$3,222,867	44.4
Headgear	\$2,859,446	33.9
Live Trees & Plants	\$2,639,440	4.7
Tin & Articles Thereof	\$1,543,483	-73.3
Fish & Seafood	\$1,419,553	-44.8
Animal Hair & Yarn, Fabric	\$915,158	-31.8
Artificial Flowers, Feathers	\$651,743	45.7
Other Vegetable Textile Fiber	\$516,713	-4.2
Umbrella, Walking Sticks, etc	\$434,838	122.1
Cork	\$379,190	-87.5
Straw, Esparto	\$316,240	32.2
Other Vegetable	\$61,714	-58.9
Furskin & Artificial Fur	\$47,199	-68.8
Tobacco	\$10,788	-90.8
Silk; Silk Yarn, Fabric	\$9,479	3.0

Q: “We seem to be doing fine with English – why do we need anything else?”

- Asian English speakers number around 350 million – more than the combined populations of the US, Great Britain and Canada. (From: Newsweek March 7, 2007)

BUT

- Trade between countries sharing a common language is 11-170% greater than those without
(From: Noguera & Siscart, “Language as a Barrier to International Trade?”)
- 20% of SW UK firms in int’l trade felt they had lost business because of language barriers (From: University of Plymouth
<http://www.plymouth.ac.uk/pages/view.asp?page=10312>)
- Unless your product/service is vastly superior to all others, businesspeople prefer to do business with native speakers of their own native language
- Even if you do get the contract, who has the power in the relationship, the side that is bilingual or the side that can only speak English?

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

b. Foreign Investment in Ohio

Q: How does Ohio stack up in attracting foreign investment?

Foreign Direct Investment Rankings by Employment

Most states that score well are on the East Coast, because most FDI comes from Europe and Canada. In 1996, Europe accounted for two-thirds of all FDI in the US, with Asia accounting for less than 15 percent. European companies have invested in East Coast states in part because of their proximity to their corporate headquarters, and because of the access to densely populated markets.

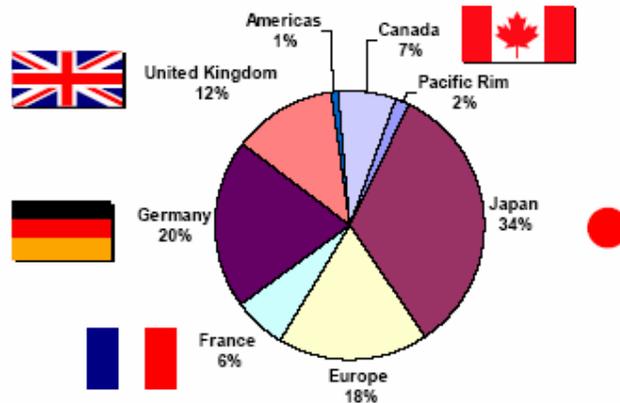
Rank	State	Score	Rank	State	Score
1	Hawaii	8.8%	11	Kentucky	4.8%
2	South Carolina	6.7%	12	Virginia	4.4%
3	North Carolina	6.2%	13	New York	4.3%
4	Massachusetts	5.4%	14	Delaware	4.3%
5	New Jersey	5.3%	15	Indiana	4.2%
6	Georgia	5.2%	16	Pennsylvania	4.2%
7	Connecticut	5.1%	17	Ohio	4.2%
8	Tennessee	5.1%	18	Rhode Island	4.1%
9	New Hampshire	5.1%	19	Illinois	4.0%
10	Maine	4.8%	20	California	3.8%

From: Progressive Policy Institute

http://www.neweconomyindex.org/states/1999/part2_page2.html

Q: Firms from what countries employ Ohioans?

International Investment in Ohio (% Employment in State by Country)

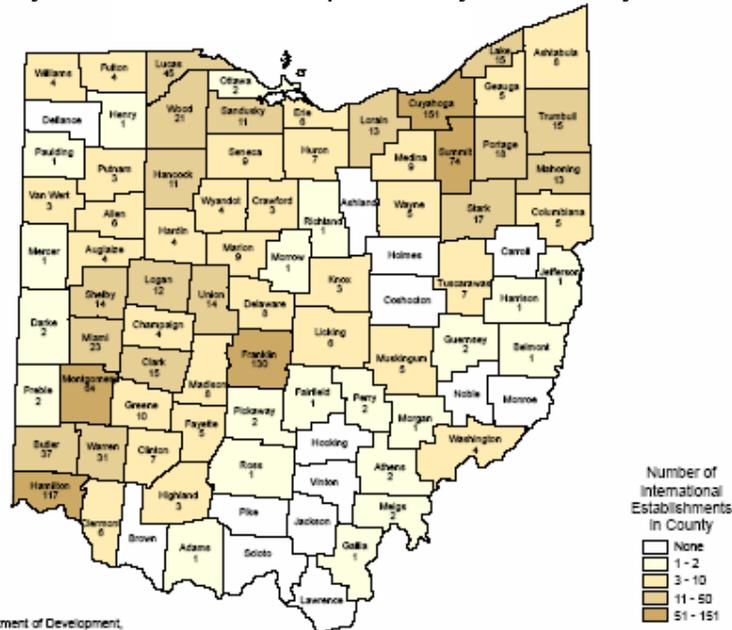


From: <http://www.odod.state.oh.us/research/files/b300000000.pdf>

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

Q: Are foreign companies evenly spread across Ohio?

Employment in International Operations by Ohio County



Prepared by: Ohio Department of Development,
Office of Strategic Research (June 2006)

From: <http://www.odod.state.oh.us/research/files/b300000000.pdf>

c. *International Education*

Q: How does attracting international students benefit Ohio?

Economic Impact on States from International Students

Rank	State	Int'l students 2005/06	Total contribution 2005/06
1	California	75,386	\$2,088,377,335.81
2	New York	64,285	1,786,324,403.24
3	Texas	46,871	891,384,368.48
4	Massachusetts	28,009	868,983,709.68
5	Florida	26,059	625,041,599.79
6	Illinois	25,114	623,538,808.78
7	Pennsylvania	22,419	611,293,806.25
8	Michigan	20,826	438,531,001.38
9	Ohio	18,000	424,164,103.77
10	New Jersey	12,781	349,341,084.44

Adapted from: IIE <http://opendoors.iienetwork.org/page/95193/>

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

Q: How is OSU doing in recruiting international students?

International Students in the United States and Ohio State University by Country of Origin

Rank	US Overall	Ohio State	OSU Au06 enrollment	OSU % change Au05-Au06
1	India	PRC	784	-0.8%
2	PRC	ROK	709	-6.0%
3	ROK	India	503	-4.7%
4	Japan	Taiwan	228	-5.4%
5	Canada	Indonesia	118	-28.9%
6	Taiwan	Japan	118	-11.9%
7	Mexico	Canada	107	11.5%
8	Turkey	Turkey	105	-5.4%
9	Germany	Malaysia	52	-23.5%
10	Thailand	Germany	41	-6.8%

From: International Student Organization http://www.isoa.org/newsletter_february2006.aspx,
Ohio State University Registrar,
<http://www.ureg.ohio-state.edu/ourweb/srs/srscontent/AU06/AU06Report.pdf>

Q: Who is setting up international branch campuses to attract overseas students *overseas*?

As they consider new overseas projects, American colleges face stiff competition from their counterparts in other developed countries, especially Britain and Australia. While there are no reliable figures comparing the numbers of overseas campuses, Australia's institutions appear to be extraordinarily aggressive in planting their flag in other countries: all but one of the 39 government-approved universities in Australia have established overseas degree programs or branch campuses.

From: The Chronicle of Higher Education
www.bus.wisc.edu/insite/events/seminars/documents/HotNewExport_HigherEducation.pdf

Number of Ohio Colleges/Universities found to have overseas degree programs or international branch campuses for foreign students: 0

From: Google search

2. Domestic Foreign Language Needs

a. *Immigrant Populations*

Q: How many Ohioans were born overseas?

Ohio Immigrants as Percentage of Population (2003)

Total pop. in Ohio	Foreign Born					
	Total		Naturalized U.S. Citizen		Not a U.S. Citizen	
	Number	Percent	Number	Percent	Number	Percent
11,134,720	376,640	3%	181,905	48%	194,730	52%

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

Adapted from US Census Bureau

<http://www.census.gov/population/socdemo/foreign/ST023/tab1-16a.xls>

Q: Where do Ohio's immigrants come from? (2000)

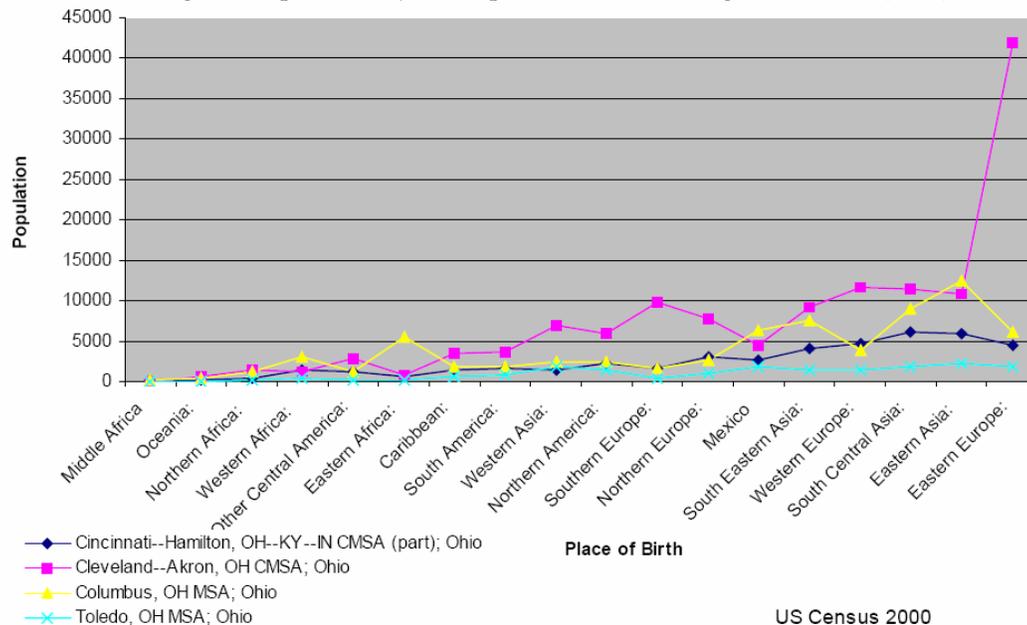
Top 10 Countries of Origin of Immigrants Intending to Live in Ohio 2000

Country	1999	2000	% Change
India	614	804	31%
China	474	712	50%
Russia	459	516	12%
Ukraine	309	417	35%
Romania	312	375	20%
Canada	231	360	56%
Mexico	269	345	28%
United Kingdom	159	285	79%
Philippines	210	281	34%

Adapted from RAND Florida <http://fl.rand.org/stats/popdemo/immmetroST.html>

Q: Where are Ohio's various immigrant populations concentrated?

Ohio Immigrant Population by Metropolitan Area and Region of Birth (2000)

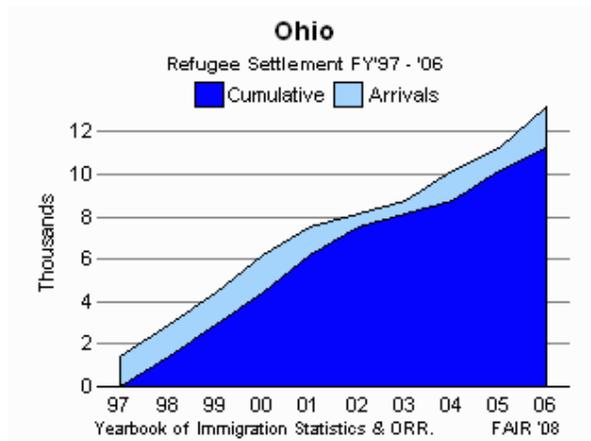


From: The Ohio State University Ohio Agricultural Research and Development Center

www.farptomarkets.com/marketinfo/Organic%20OH%20Proud%20Foods.pdf

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

Q: Does Ohio have refugee populations that may need additional support?
Ohio Refugee Settlement FY '97-'06



From: Federation for American Immigration Reform
http://www.fairus.org/site/PageServer?pagename=research_researchab92

Country of Origin of Top 5 Refugee Groups **Initially** Arriving in Ohio in 2004

Rank	Country of Origin	Number
1	Somalia	814
2	Liberia	139
3	Ethiopia	90
4	“USSR”	85
5	Burma	43

Adapted from: US HHS <http://www.acf.hhs.gov/programs/orr/data/fy2004RA.htm>

Q: What languages are spoken in Ohio?
Ohio Speakers of Foreign Languages 2000

Spanish	213,145
German	72,570
French	44,395
Italian	27,695
Arabic	22,645
Chinese	21,590
Polish	16,460
Pennsylvania Dutch	16,350
Russian	16,030
Greek	13,655

From: US Census Bureau
http://www.fairus.org/site/PageServer?pagename=research_researchab92

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

Q: How many potential FL speakers are not in the statistics?

The Federation for American Immigration Reform estimates that Ohio illegal alien population as of 2005 is about 74,000 persons. Citizenship and Immigration Services (the former INS) estimated in February 2003 that the resident illegal population in Ohio was 40,000 as of January 2000, while the Pew Hispanic Center estimates the illegal alien population of the state at 75,000 to 150,000 as of 2005.

From: http://www.fairus.org/site/PageServer?pagename=research_researchab92

b. Language Needs in Ohio Public Services

Q: How does language affect the LEP (Limited English Proficiency) patient healthcare experience?

Several studies of patients with language barriers who visited an urban hospital emergency department found these patients to be less satisfied with their care, less willing to return to that facility, and less likely to be given a follow-up appointment compared to those without language barriers. Others have found that non-English speakers are less likely to have a usual source of care¹³ or receive preventive care such as mammography and pap smear tests.

From: The Access Project
http://www.accessproject.org/adobe/what_a_difference_an_interpreter_can_make.pdf

Some hospitals use family members or even janitors to translate, which brings up problems of expertise, embarrassment, incomplete translations, and interpretations that are adjusted for cultural mores.

From: CyraCom “Increasing Diversity: Issues and Opportunities with Providing Health Care”
June 2006

Many residents also agreed that cross-cultural issues often resulted in negative consequences including:

- longer office visits (43%)
- patient non-adherence (21%)
- delays in obtaining consent (19%)

From: CyraCom “Increasing Diversity: Issues and Opportunities with Providing Health Care”
June 2006

Language & Quality of Service in Franklin County Health Care

The single largest cause of delays in the past five years is the language barrier presented by the growing number of Somalians, Hispanics, Russian-speaking people, and Asians immigrating to the area. Legally, interviewees said, they must hire interpreters when seeing non-English-speaking patients. Family members or friends of the patient cannot be relied upon for accurate translations. It takes time, resources, and money to do this, and the effect causes delays elsewhere throughout the system that serves the under and uninsured. In addition, of course, the financial hardship is great for providers. There were no funding sources that compensate for the time lost or the money needed to pay interpreters as of this writing.

From: Report to Access HealthColumbus: Improving Access to Primary Care in Franklin County www.accesshealthcolumbus.org/word_doc/Murray_final_report.pdf

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

Q: What is the level of need for FL speakers in Ohio healthcare?

Midwest Shows Greatest Increase in Healthcare Language Needs

In 2006, the Midwest overtook the South in its percentage growth of languages needed in its hospitals and healthcare facilities, jumping 15 percent in just one year.

From: CyraCom Language Index 2007

Greater Cincinnati hospitals have 2100 patient calls interpreted per quarter.

From: Greater Cincinnati Health Council LEP task force
<http://www.gchc.org/LEPTaskForce/tabid/120/Default.aspx>

Q: How many LEP Medicaid patients did Ohio hospitals serve in 2006 and what were the top languages?

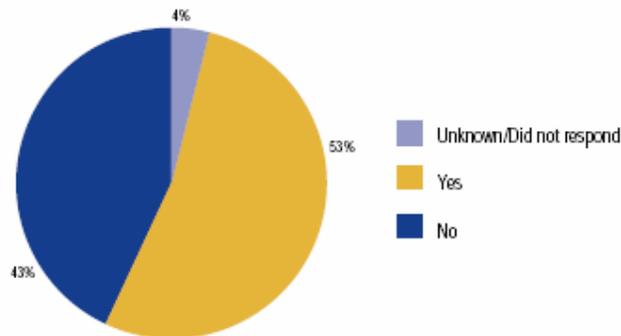
Total -- 51,087

Top Ten Languages Represented by Ohio Medicaid Recipients

Rank	Language	Medicaid Enrollment
1	SPANISH	25,621
2	SOMALI (SOMALIA)	10,360
3	ARABIC (MIDDLE EAST)	3,485
4	SPANISH/ENGLISH BILINGUAL	2,546
5	RUSSIAN (RUSSIA)	1,449
6	VIETNAMESE (VIETNAM)	954
7	UKRANIAN (UKRANE)	879
8	MANDARIN (CHINA-SIMPLIFIED)	857
9	FRENCH (FRANCE)	480
10	KHMER (CAMBODIAN)	411

Q: How qualified are our hospital interpreters?

Proportion of Hospital Interpreters/Bilingual Staff Whose Target Language Competency is Assessed (Nationally)



From: Hospitals, Language and Culture: A Snapshot of the Nation
www.jointcommission.org/NR/rdonlyres/E64E5E89-5734-4D1D-BB4D-C4ACD4BF8BD3/0/hlc_paper.pdf

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

Q: How does Ohio fulfill its healthcare interpretation needs?

Resources Available to Hospitals for Providing Language Services by Hospital (%)

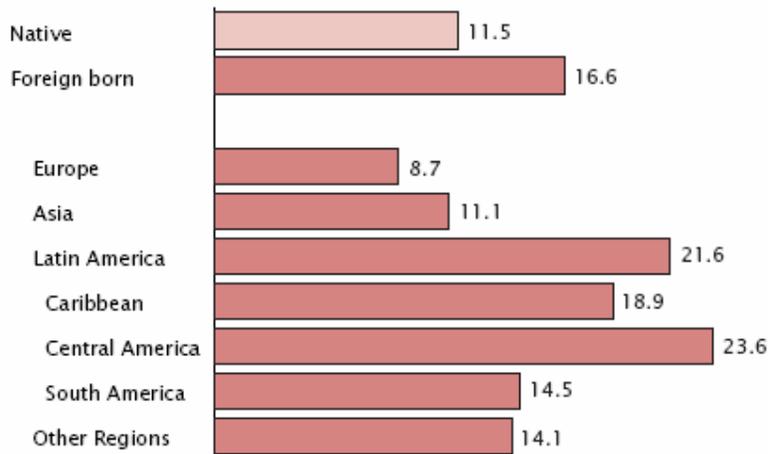
Census Region	staff interpreters	Freelance interpreters	Interpretation Agencies	Bilingual Clinical staff	Bilingual nonclinical staff	community language bank	telephone
Northeast	69	62	73	93	85	14	95
South	73	64	61	86	80	19	85
Midwest	55	66	68	66	53	18	93
West	82	58	63	93	89	20	93

From: Health Research & Educational Trust “Hospital Language Services For Patients with Limited English Proficiency”

<http://www.hret.org/hret/languageservices/content/languageservicesfr.pdf>

Q: What immigrant populations are likely to need government services?

National Statistics for People Living Below the Poverty Level by Region of Birth 2002 (%)



¹Each bar represents the percent of individuals, who were born in the specified area, who were living in poverty.
Source: U.S. Census Bureau, Current Population Survey, 2003 Annual Social and Economic Supplement.

From: US Census Bureau www.census.gov/prod/2004pubs/p20-551.pdf

Q: How much interpretation happens in Ohio courts?

At least 18,465 interpretations involving 57 different languages were performed in Ohio courts during a 12 month period from 2003 to 2004. After English, the top five languages used in Ohio courts are Spanish, American Sign Language, Somali, Russian and Arabic.

From: The Supreme Court of Ohio www.sconet.state.oh.us/publications/interpreter_services/interpreter_use_report.pdf

Q: How much does Ohio court interpretation cost the state?...

Ohio courts spent \$55,000 on interpreter services in 1998. In contrast, the same courts reported spending roughly \$982,000 on interpreters in 2003.

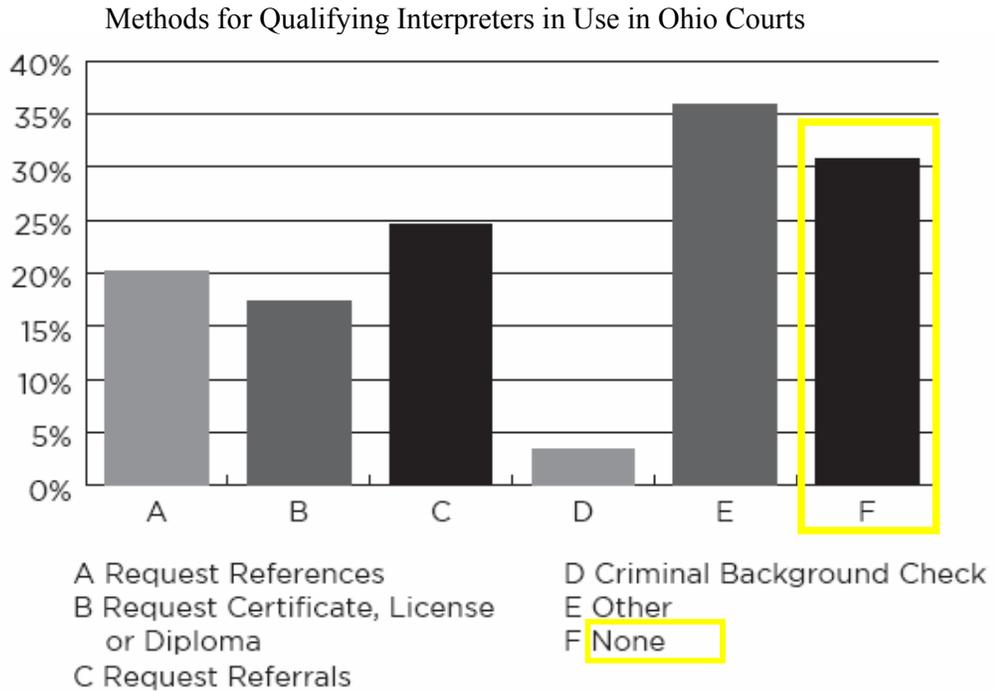
Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

Q: And how qualified are Ohio's court interpreters?

- Thirty percent of Ohio interpreters have not been trained in interpreter services
- An additional 23 percent of Ohio interpreters have received less than 40 hours of interpreter-related training
- Thirty-two percent of Ohio interpreters have five or fewer years of experience.

From: The Supreme Court of Ohio

www.sconet.state.oh.us/publications/interpreter_services/interpreter_use_report.pdf

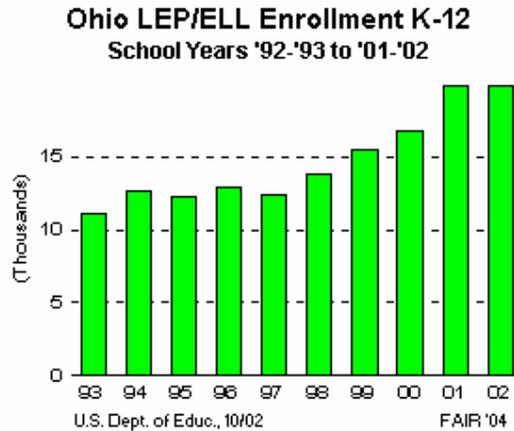


From: The Supreme Court of Ohio

www.sconet.state.oh.us/publications/interpreter_services/interpreter_use_report.pdf

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

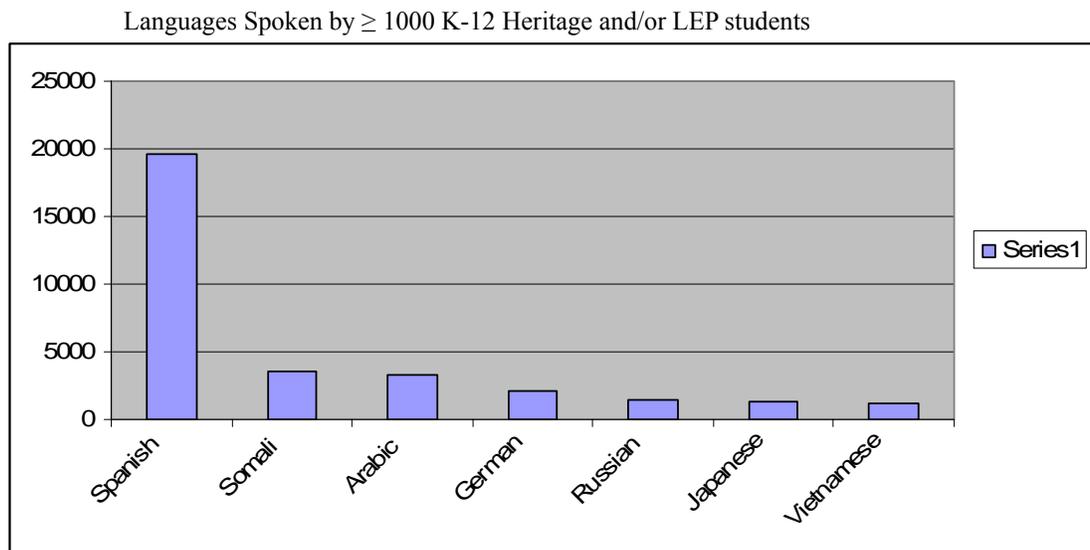
Q: How many K-12 LEP students do Ohio public schools serve?



From: http://www.fairus.org/site/PageServer?pagename=research_researchab92

Q: What languages do Ohio's LEP students speak?

Ohio's 29,000 LEP students represent more than 100 native/home languages. The top 13 language groups are Spanish, Somali, Arabic, German (mostly Amish), Ukrainian, Japanese, Lao, Vietnamese, Korean, Russian, Serbo-Croatian, Cantonese/Chinese and Albanian



More than 1,100 German-speaking Amish students were enrolled in Holmes County schools 2003-2004.

From: Ohio Department of Education
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1239&ContentID=1809&Content=27572>, Ohio Foreign Language Advisory Council April 18, 2007 meeting data

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

c. Ohio's Domestic Business Foreign Language needs

Q: In what occupations would Americans interact most with foreign-born employees?

Occupation type	% of Native-born labor working in this field	% of Foreign-born labor working in this field
Management, professional	36.4%	26.4
Service	15.4%	22.5
Natural resources, construction	10.0%	16.5
Production, transportation	11.9%	16.7

Source: Bureau of Labor Statistics

Q: How much of the labor force in the Heartland is foreign born?

By region, the foreign born comprised 24.0 percent of the total labor force in the West, 17.9 percent in the Northeast, and 13.5 percent in the South. By comparison, only 7.3 percent of the total labor force in the Midwest was foreign born.

From: Bureau of Labor Statistics www.bls.gov/news.release/pdf/forbrn.pdf

Between 1996 and 2003 **immigrants accounted for 84 percent of labor-force growth** in eastern North Central states (Indiana, Illinois, Michigan, Ohio, and Wisconsin) and 47 percent in eastern South Central states (Alabama, Kentucky, Mississippi, and Tennessee).

From: Economic Report of the President, in Immigration Policy in Focus

<http://www.aif.org/ipc/economicsofnecessity.asp>

Q: How many foreign employees working in Ohio are not immigrants, and are even more likely to prefer speaking in their native language than immigrants?

- 7,499 foreign workers due to intra-company transfers
- 1,233 foreign workers related to NAFTA
- 68,886 foreigners for other business

From: NAR research

[www.realtor.org/Research.nsf/files/IntlBusOH.pdf/\\$FILE/IntlBusOH.pdf](http://www.realtor.org/Research.nsf/files/IntlBusOH.pdf/$FILE/IntlBusOH.pdf)

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

Q: What Jobs do Ohio's Immigrants have?

Top 10 Occupations of Immigrants intending to Live in Ohio 2000

Category	1999	2000	% Change
Homemakers	880	908	3%
Private household service	168	345	105%
Unemployed	189	283	50%
Executive, administrative, managerial	236	268	14%
Administrative support, including clerical	147	226	54%
Marketing and sales personnel	115	156	36%
Handlers, equipment cleaners, helpers and lab	53	119	125%
Computer, mathematical, O.R. scientists	38	112	195%

Adapted from RAND Florida <http://fl.rand.org/stats/popdemo/immmetroST.html>

Q: I've heard that America's food production industry would collapse without migrant labor. How many migrant workers did Ohio have at last count?

15,782 (primarily Latino)

From: Ohio Department of Jobs and Family Services <http://jfs.ohio.gov/agriculture/Census.PDF>

Q: I've heard that many construction workers are foreign – is this true for Ohio?

State	% of Construction Workers by Place of Birth				Native Born
	Immigrant Construction Worker's Place of Birth				
	Americas	Asia	Europe	Other	
California	31.36	3.95	2.19	0.33	62.17
Nevada	33.3	1.48	1.7	0.2	63.32
Texas	33.33	1.07	0.73	0.1	64.77
District of Columbia	31.25	1.35	1.59	0.52	65.3
Arizona	31.55	0.59	1.77	0.51	65.58
Ohio	2.45	0.44	1.89	0	95.22
Indiana	4.15	0.27	0.35	0	95.23
US Total	15.41%	1.46%	2.28%	0.21%	80.63%
US Total	1,925,017	182,359	284,766	26,709	10,070,000

From: National Association of Home Builders
<http://www.nahb.org/generic.aspx?genericContentID=49216>

Q: What might LEP consumers want or need to buy?

“Due to language, cultural and institutional adjustments, homeownership among recent immigrants lags behind that of native-born Americans and the population as a whole.”

From: NAR research [www.realtor.org/Research.nsf/files/IntlBusOH.pdf/\\$FILE/IntlBusOH.pdf](http://www.realtor.org/Research.nsf/files/IntlBusOH.pdf/$FILE/IntlBusOH.pdf)

Traditionally, Ohio is not a goat state, and goats raised in Ohio are mostly for the local 4-H markets. However, with the tremendous influx of immigration and increasing health consciousness of the population, there seems to be a large market for goat meat in Ohio.

From: Ohio Cooperative Development Center http://ocdc.osu.edu/pdf/anal_proposal.pdf

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

It is estimated that Columbus Somalis consume the meat from about 14,000 goats each year.

From: University of Minnesota http://ageconsearch.umn.edu/feed/rss_2.0/123456789/8376

Said a Bangladeshi restaurant owner, "halal meat is a big issue... Right now we buy from Sysco, but who knows if they are keeping our laws. Maybe if the farmer is close we would also like to buy eggplant, cauliflower, green peppers, onions, garlic, carrots, mint, and cilantro."

From: The Ohio State University Ohio Agricultural Research and Development Center

www.farmtomarkets.com/marketinfo/Organic%20OH%20Proud%20Foods.pdf

JPMorgan Chase's banking products make it difficult for low-income customers to take the first step into financial security. JPMorgan Chase's savings accounts are subject to service fees of \$4 per month unless the minimum daily balance exceeds \$300. A full-time janitor cleaning JPMorgan Chase's McCoy Corporate Center in Polaris earning \$1,200 per month would likely see their savings eroded for months before earning a positive return.

Access to banking services remains a challenge to many immigrant customers. JPMorgan Chase tends not to have translation at bank branches in Columbus's growing Latino and Somali communities, despite these communities accounting for the city's largest foreign-born ethnic groups.

From: PR Newswire

<http://news.corporate.findlaw.com/prnewswire/20070412/12apr20071335.html>

Traditional [home] finance options contradict the values and teachings of Islam. Once developed, compliant programs must receive endorsement from a board of Islamic Scholars, known as Sharia Board. Both American and Islamic approvals are difficult to receive and have forced most Muslims to wait.

Because of this lack of available solutions, demand has been pent up and could cause undue pressure on Ohio Muslims to conform to our system and values. This would be a mistake and show a lack of understanding of both culture and foundation for Muslim beliefs.

From: The Columbus Board of Realtors <http://www.columbusrealtors.com/15839.cfm>

Q: How many foreign tourists does Ohio get, and where do they come from?

97,282 foreigners came to Ohio for vacation in 2004

From: NAR research [www.realtor.org/Research.nsf/files/IntlBusOH.pdf/\\$FILE/IntlBusOH.pdf](http://www.realtor.org/Research.nsf/files/IntlBusOH.pdf/$FILE/IntlBusOH.pdf)

Ohio's biggest markets (besides Canada) are:

1. German speaking Europeans (Germany, Austria, Switzerland)
2. Japanese (we don't market to them) and
3. English speaking Europeans (UK and Ireland).

French, Italians, Spanish, etc. are very small volume to the Great Lakes.

From: personal communication with Ohio Division of Travel and Tourism 5/1/07

Ohio: Chinese Flagship, Language Summit, and *Language Roadmap*

Q: What travelers are coming to the states that Ohio is not currently capturing?

Top 10 Nationalities of Foreign Travelers to the US, 2005
(Non-English-speaking Countries not in above Ohio list highlighted)

Rank	Residence	Arrivals	Rank	Residence	Arrivals
1.	Canada	14,865,000	6	France	878,648
2	Mexico	12,858,000	7	South Korea	705,093
3	United Kingdom	4,344,957	8	Australia	581,773
4	Japan	3,883,906	9	Italy	545,546
5	Germany	1,415,530	10	Brazil	485,373

From: Office of Travel and Tourism Industries/International Trade Administration on
<http://www.infoplease.com/ipa/A0778214.html>

Total travel to the US from non-Visa Waiver countries was up five percent in 2006, outperforming total travel from the 27 Visa Waiver countries, which was down three percent. Travelers from non-Visa Waiver countries are required to obtain U.S. visas before entry into the U.S, therefore it is notable that growth occurred in a segment for which there is a perceived “barrier to entry.”

China

Arrivals from the People’s Republic of China totaled a **record 320,000**, up 19 percent from 2005. A vast majority of Chinese travel is business travel.

The Department of Commerce is working to explore a commercial agreement with the Chinese government to open market access and permit group leisure travel to the U.S. and the related marketing of U.S. destinations and firms.

Spain

Spanish visitation to the U.S. totaled a **record 424,000** in 2006, up 10 percent from 2005. The 2006 growth rate was slightly less than the 16 percent rate in 2005. Unlike other Western European countries in 2006, visitation from Spain grew by double digits during the second, third and fourth quarters, up 17 percent, 12 percent and 17 percent, respectively.

From: International Trade Administration <http://tinnet.ita.doc.gov/view/a-2006-400/index.html>

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3. Current Ohio Foreign Language Learning Capacity

Q: Is Ohio ahead, keeping up with, or behind national FL enrollments?

Change in Ohio, National Public Secondary School Foreign Language Enrollments
1994-2000

	FL Enrollments			PSS Enrollments			FL as % of PSS		
	1994	2000	% Change	1994	2000	% Change	1994	2000	% Change
OH	274,815	287,541	4.43%	818,739	822,440	0.45%	33.57%	34.96%	1.40%
US			12.01%			9.16%			1.06%

From: ACTFL <http://www.actfl.org/files/public/Enroll2000.pdf>

Regional Comparison of 2002 Undergraduate Enrollments in Sixteen Leading Languages

Language	Northeast	Midwest	South Atlantic	South Central	Rocky Mountain	Pacific Coast	National (Total)
Spanish	143,587	157,214	167,090	87,819	58,837	121,770	736,317
Percentage of national	19.5	21.4	22.7	11.9	8.0	16.5	100.0
French	46,540	44,680	48,065	19,088	11,452	27,549	197,374
Percentage of national	23.6	22.6	24.4	9.7	5.8	14.0	100.0
German	16,580	27,456	18,870	6,702	6,634	12,055	88,297
Percentage of national	18.8	31.1	21.4	7.6	7.5	13.7	100.0
Italian	26,192	10,459	9,350	2,813	3,101	10,937	62,852
Percentage of national	41.7	16.6	14.9	4.5	4.9	17.4	100.0
American Sign Language	8,818	11,613	7,744	4,989	6,882	20,614	60,660
Percentage of national	14.5	19.1	12.8	8.2	11.3	34.0	100.0
Japanese	9,132	9,980	6,582	2,320	4,023	19,271	51,308
Percentage of national	17.8	19.5	12.8	4.5	7.8	37.6	100.0
Chinese	8,822	5,166	4,228	1,431	1,933	11,639	33,219
Percentage of national	26.6	15.6	12.7	4.3	5.8	35.0	100.0
Latin	6,127	7,197	7,200	3,736	1,688	2,848	28,796
Percentage of national	21.3	25.0	25.0	13.0	5.9	9.9	100.0
Russian	6,034	5,198	4,159	1,442	2,289	4,029	23,151
Percentage of national	26.1	22.5	18.0	6.2	9.9	17.4	100.0
Greek	2,111	4,128	3,750	1,982	780	1,592	14,343
Percentage of national	14.7	28.8	26.1	13.8	5.4	11.1	100.0
Biblical Hebrew	5,732	1,242	1,132	357	135	452	9,050
Percentage of national	63.3	13.7	12.5	3.9	1.5	5.0	100.0
Arabic	2,184	2,219	2,246	652	692	2,060	10,053
Percentage of national	21.7	22.1	22.3	6.5	6.9	20.5	100.0
Modern Hebrew	4,091	1,491	1,207	280	339	793	8,201
Percentage of national	49.9	18.2	14.7	3.4	4.1	9.7	100.0
Portuguese	2,202	1,250	1,886	516	1,244	800	7,898
Percentage of national	27.9	15.8	23.9	6.5	15.8	10.1	100.0
Korean	1,147	592	393	152	323	2,493	5,100
Percentage of national	22.5	11.6	7.7	3.0	6.3	48.9	100.0
Vietnamese	113	45	97	117	36	1,780	2,188
Percentage of national	5.2	2.1	4.4	5.3	1.6	81.4	100.0

From: Modern Language Association <http://www.mla.org/pdf/enrollments.pdf>

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Q: What languages see the highest enrollments in Ohio public schools?
Top 10 Ohio Foreign Language Enrollments grades K-12 '05-06

National Rank	Ohio Rank	Language	Ohio Enrollment
1	1	Spanish	214624
2	2	French	59403
	3	Foreign Language Exp (middle school)	21420
3	4	German	20282
7	5	Latin	10184
	6	Early Learning Spanish (K-8)	9039
	7	Early Learning French (K-8)	2809
	8	AP Spanish Language	1859
4	9	Italian	1350
5	10	Japanese	1184

From: Ohio Department of Education, Modern Language Association 2002 enrollment survey
<http://www.adfl.org/resources/enrollments.pdf>

Q: How many students are Ohio schools sending abroad, where they might achieve advanced FL skills?...

American Students Engaged in Study Abroad by State 2004/2005

	State	Total
1	Total	205983
2	California	19408
3	New York	15933
4	Pennsylvania	13378
5	Texas	9866
6	Massachusetts	9186
7	Ohio	8948
8	Minnesota	8182
9	Michigan	7774
10	Virginia	7561

Adapted from: <http://opendoors.iienetwork.org/?p=89228>

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Q: ...And where do American students tend to go abroad?

Rank	Destination	2003/04	2004/05	2004/05	2004/05
				% of All	% Change
	TOTAL	191,321	205,983		7.7
1	United Kingdom	32,237	32,071	15.6	-0.5
2	Italy	21,922	24,858	12.1	13.4
3	Spain	20,080	20,806	10.1	3.6
4	France	13,718	15,374	7.5	12.1
5	Australia	11,418	10,813	5.2	-5.3
6	Mexico	9,293	9,244	4.5	-0.5
7	Germany	5,985	6,557	3.2	9.6
8	China	4,737	6,389	3.1	34.9
9	Ireland	5,198	5,083	2.5	-2.2
10	Costa Rica	4,510	4,887	2.4	8.4

From: IIE <http://opendoors.iienetwork.org/?p=89212>

Q: Do Ohio State students learn foreign languages where *they* study abroad?
 Highlighting added to show known non-language programs; about 20 students in China were on language programs in that year.

Ohio State Study Abroad Destinations, SY2005-2006

Rank	Destination	student #	% of total
1	England	295	17%
2	France	131	7%
3	Brazil	131	7%
4	Italy	97	5%
5	Germany	95	5%
6	Australia	80	4%
7	China	71	4%
8	Spain	62	3%
9	South Africa	49	3%
10	Hong Kong	49	3%

From: Ohio State University Office of International Education

Appendix B

Survey of Ohioans' Views about Foreign Language & Culture

Scripps Survey Research Center
Ohio University
August 2007
For 2007 U.S. Language Summit
Ohio Roadmap in Language Excellence

Summary of Findings

***Respondents believe knowledge of foreign language and cultures of other countries helps national security and international trade.**

***Two-thirds of respondents believe foreign language instruction should begin in grade school.**

***49.3% of respondents believe foreign language should be a requirement for high school graduation.**

***34.7% of respondents believe foreign language should be a requirement for graduation from state universities.**

***Residents of suburbs are more likely to favor foreign language than those who live in big cities, small cities and rural areas.**

***People over 55 are more supportive of foreign language instruction than younger people.**

***People less than 35 years of age more likely to support requiring foreign language for high school and university graduation.**

***55.3 percent of respondents believe businesses should provide opportunities for employees to learn foreign language.**

A telephone survey of 521 randomly selected Ohio adults found that they believe knowledge of foreign languages and foreign cultures is important to the state and that more needs to be done in public education. The survey was conducted from August 21 to August 29 by the Scripps Survey Research Center Ohio University. It was funded by the 2007 U.S. Language Summit Ohio Roadmap for Language Excellence.

Table 1 shows that more than three-fourths of the respondents believe that knowledge of foreign language will increase national security, help international trade, help us understand better the culture of other countries and help us to serve people better who have limited language skills.

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However, less than half the respondents believe knowledge of foreign languages will bring more jobs to Ohio, but 84.3 percent think ability to speak another language will make a person more employable.

Table 1: Effects of Knowledge of Foreign Language

Knowledge of foreign languages helps national security	86.0%
Knowledge of foreign languages helps international trade	91.9%
Knowledge of foreign languages increases our ability to serve people in Ohio with limited language skills	79.1%
Knowledge of foreign languages will help us better understand cultures of other countries	86.6%
Knowledge of foreign languages will bring more jobs to Ohio	47.4%

Table 2 indicates that respondents feel knowledge of other cultures will have similar effects. It will help increase international trade and national security and help bring about world peace. However, as with knowledge of foreign languages, less than half believe that knowledge of other countries' cultures will bring more jobs to Ohio.

Yet combing these two sets of questions, we have a clear indication that knowledge of foreign languages and other countries' cultures will improve the quality of life in Ohio.

Table 2: Effects of Knowledge of Other Cultures

Knowledge of other countries' cultures will help increase international trade	73.5%
Knowledge of other countries' cultures will help bring about world peace	63.0%
Knowledge of other countries' cultures will increase our national security	71.0%
Knowledge of other countries' cultures will bring more jobs to Ohio	41.5%

The vast majority of respondents feel that the study of foreign languages should begin in grade school, as Table 3 shows. Respondents were also asked if foreign language should be required for graduation from high school, as math and science are by law in Ohio. Only 49.3 percent thought so, but 82 percent of parents with children at home said they wanted their child to learn a foreign language. Only 34.7 percent thought ability to communicate in a foreign language should be required in Ohio's state universities. Given the support of foreign language study indicated by the responses shown in Table 1, these figures are surprisingly low. Of those who said foreign language should be required in high school, 5.8 percent said one year, 51 percent said two years, 14.8 percent aid three years and 25.3 percent said four years should be required.

Table 3: Needed Education in Foreign Languages

Students should begin learning languages in	
Grade School	67.0%
Junior High School	16.5%
High School	9.2%

Foreign languages should be required for graduation from high school 49.3%

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Being able to communicate in a foreign language should be a graduation requirement at state universities 34.7%

We also asked respondents whether they thought foreign languages in high school were more important, as important or less important than athletics, art and after-school activities. Table 4 shows that more people consider foreign languages more important than athletics, art and after-school activities than considered foreign languages less important. However, the most frequent response was that foreign languages are equally important.

Table 4: Importance of Foreign Languages in High School

	More Important	As Important	Less Important	Don't Know
Compared to athletics, foreign languages are	32.2%	42.4%	18.4%	6.9%
Compared to art, foreign languages are	24.4%	49.7%	19.2%	6.7%
Compared to after-school programs, foreign languages are	27.1%	45.3%	27.6 %	---

We asked respondents what languages Ohioans should be able to speak. Not surprisingly, as Table 5 shows, Spanish was the No. 1 choice by a wide margin. Japanese was a clear second choice at 44.7 percent, followed by Arabic and Chinese at 30.9 percent and 30.7 percent respectively. It should be noted that the first three are from three different regions—Western Europe, Far East and Middle East.

Table 5: What Languages Ohioans Should Be Able to Speak

Spanish	72.0%	Hindu	20.5%
Japanese	44.7%	French	19.6%
Arabic	30.9%	Farsi	14.0%
Chinese	30.7%	Somali	16.9%
Russian	23.2%	Swahili	11.3%

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Table 6 show responses to several other matters related to the importance of foreign languages. On foreign trade, 39.5 percent of our respondents said it is very important to Ohio's economy, and 46.6 percent said it is somewhat important. Nearly 30 percent said it is very important for immigrants to remain fluent in their first language, and 44.3 percent said it is somewhat important. We also found that 55.3 percent of our respondents thought businesses should provide opportunities for their employees to learn foreign languages and 51.1 percent thought businesses should provide opportunities for their employees to learn about cultures of other countries.

Table 6: Attitudes on Other Issues

	Very Important	Somewhat Important	Not Important	Don't Know
How important is foreign trade to Ohio's economy?	39.5%	46.4%	8.1%	6.0%
How important is it for Ohioans to be able to communicate in another language?	30.3%	45.3%	21.9%	2.5%
How important is it for immigrants to maintain fluency in their first language?	29.4%	44.3%	19.2%	7.1%

Demographic Factors

All groups in Ohio do not see these issues the same way. Women are slightly more favorably inclined toward foreign language than men are, and the more educated people also are more favorably inclined toward foreign languages. However, the differences are small for the most part.

Differences related to where people live and their age are more substantial. Table 7 shows how those in big cities, small cities, suburbs and rural areas feel about the effect of knowledge of foreign language. As Table 7 shows, those who live in suburbs are more likely to see positive effects of knowledge of language and those who live in small cities are less likely to see positive effects.

Table 7: Effects of Knowledge of Foreign Languages by Where Respondent Lives

Knowledge of foreign language...	Large City	Small City	Suburb	Rural Area
Helps national security	83.7%	80.2%	90.7%	87.7%
Helps international trade	93.5%	85.5%	96.0%	94.1%
Increases ability to serve people with limited English skills	78.3%	77.1%	86.8%	76.2%
Helps us better understand other cultures	85.9%	83.9%	90.1%	81.5%
Will bring more jobs to Ohio	50.0%	42.7%	53.6%	44.6%
N	92	131	151	130

Older people are more likely to see positive effects of knowledge than younger people, as Table 8 shows. For four of the five items, the figure for those more than 55 years of age is higher

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than that for either those 18 to 34 years old or those 35 to 54 years old. Those who are 18 to 34 years old are more likely to see positive effects than those 35 to 54 years old. The most striking difference is on whether knowledge of foreign language will bring more jobs to Ohio where 53.6 percent of those over 55 agree and only 42.7 percent of those between 35 and 54 agree.

Table 8: Effects of Knowledge of Foreign Languages by Age

	18-34	35-54	More Than 55
Knowledge of foreign language:			
Helps national security	83.7%	80.2%	90.7%
Helps international trade	93.5%	85.9%	90.7%
Increases ability to serve people with limited English Skills	78.3%	77.1%	86.8%
Helps us better understand other cultures	85.9%	83.9%	90.1%
Will bring more jobs to Ohio	50.0%	42.7%	53.6%
N	72	219	215

Table 9 shows that those who live in suburbs are more likely to favor starting foreign languages in grade school and more likely to favor making foreign language a high school graduation requirement, yet oddly enough they are less likely than those who live in big cities or small cities to favor foreign language as a graduation requirement for the state universities. The greater support for foreign language in grade schools and foreign language in suburbs may to some extent reflect awareness of the greater resources that suburban schools tend to have.

Table 9: Needed Education in Foreign Language by Where Respondent Lives

	Large City	Small City	Suburb	Rural Area
Students should begin study of foreign language:				
In grade school	67.4%	63.4%	73.5%	69.2%
In junior high school	18.5%	18.3%	16.6%	14.6%
In high school	9.8%	14.5%	5.3%	6.9%
Foreign language should be required for graduation from high school	47.8%	51.9%	58.4%	42.3%
Being able to communicate in foreign language should be graduation requirement in state universities	39.1%	40.3%	35.1%	28.5%
N	92	131	151	130

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There is not much difference between age groups in support of starting foreign language in grade school, as Table 10 shows. However, those under 35 are more likely to favor foreign language as a high school graduation requirement for both high school and state universities.

Table 10: Needed Education in Foreign Language by Age

	18-34	35-54	More Than 55
Students should begin study of foreign language			
In grade school	66.7%	68.5%	67.4%
In junior high school	19.4%	19.2%	14.0%
In high school	9.7%	8.7%	9.2%
Foreign language should be required for graduation from high school	56.9%	54.3%	42.4%
Being able to communicate in foreign language should be graduation requirement in state universities	41.7%	32.4%	35.3%
N	72	219	215

Technical Appendix

Survey was conducted by telephone from the Scripps Survey Research Center at Ohio University. Interviewing was done by student workers who were trained in interviewing. Respondents were picked by random-digit dialing using a sample provided by Survey Sampling International. Interviewing began August 21 and ended August 29. Interviews were conducted between 6 and 9:30 p.m. Sunday through Thursday.

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Appendix C Ohio Cities with Sister Cities Abroad

From: Sister Cities International <http://www.sister-cities.org/icrc/directory/usa/OH>

Community	Sister City
Akron	Chemnitz, Sachsen, Germany
Akron	Kiryat Ekron, Israel
Ashtabula	Bardejov, Presovsky, Slovakia
Blue Ash	Ilmenav, Thuringen, Germany
Centerville	Bad Zwischenahn, Niedersachsen, Germany
Centerville	Waterloo, Ontario, Canada
Chillicothe	Cordoba, Veracruz-Llave, Mexico
Cincinnati	Gifu, Japan
Cincinnati	Harare, Harare, Zimbabwe
Cincinnati	Kharkiv, Kharkivs'ka (Kharkiv), Ukraine
Cincinnati	Liuzhou, Guangxi, China
Cincinnati	Munich, Bayern, Germany
Cincinnati	Nancy, Lorraine, France
Cincinnati	Taipei-Hsien, Taiwan, Other
Cleveland	Conakry, Guinea
Cleveland	Ibadan, Nigeria
Cleveland	Segundo Montes, Morazan, El Salvador
Cleveland	Volgograd, Volgogradskaya, Russia
Cleveland	Taipei Municipality, Taiwan, Other
Cleveland	Holon, Israel
Cleveland	Lima, Amazonas, Peru
Cleveland	Heidenheim, Hessen, Germany
Cleveland	Miskolc, Borsod-Abauj-Zemplen, Hungary
Cleveland	West Mayo, Mayo, Ireland
Cleveland	Bahir Dar, Ethiopia
Cleveland	Fieri, Albania
Cleveland	Alexandria, Egypt
Cleveland	Klaipeda, Klaipedos Rajonas, Lithuania
Cleveland	Bangalore, India
Cleveland	Brasov, Brasov, Romania
Cleveland	Bratislava, Bratislavsky, Slovakia
Cleveland	Cleveland County, England, UK
Cleveland	Gdansk, Pomorskie, Poland
Cleveland	Ljubljana, Cankova-Tisina, Slovenia

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Colerain Township	Munich-Obergiesing/Fasangarten, Bayern, Germany
Columbus	Dresden, Sachsen, Germany
Columbus	Genoa, Liguria, Italy
Columbus	Hefei, China
Columbus	Herzliya, Israel
Columbus	Odense, Fyn, Denmark
Columbus	Seville, Andalucia, Spain
Columbus	Tainan City, Taiwan, Other
Dayton	Augsburg, Bayern, Germany
Dayton	Holon, Israel
Dayton	Monrovia, Bomi, Liberia
Dayton	Oiso, Japan
Dayton	Sarajevo, Bosnia and Herzegovina
Hamilton	Hamilton, Scotland, UK
Huber Heights	Rheinsberg, Brandenburg, Germany
Huber Heights	Dover, England, UK
Kent	Dudince, Banskobystricky, Slovakia
Kettering	Kettering, England, UK
Kettering	Steyr, Oberoesterreich, Austria
Lima	Harima, Japan
Montgomery	Neuilly-Plaisance, Ile-de-France, France
Oakwood	Le Vesinet, Ile-de-France, France
Oakwood	Outremont, Quebec, Canada
Oberlin	Ile-Ife, Nigeria
Portsmouth	Gorby, England, UK
Portsmouth	Orizaba, Mexico
Portsmouth	Zittau, Sachsen, Germany
Springfield	Kragujevac, Serbia
Springfield	Berwick, Australia
Springfield	Lutherstadt Wittenberg, Sachsen-Anhalt, Germany
Springfield	Pitesti, Arges, Romania
St. Mary's	Awaji City, Japan
St. Mary's	Lienen, Nordrhein-Westfalen, Germany
Toledo	Londrina, Parana, Brazil
Toledo	Qinhuangdao, Hebei, China
Toledo	Szeged, Csongrad, Hungary
Toledo	Toledo, Castilla-La Mancha, Spain
Toledo	Toyohashi, Aichi, Japan
Toledo	Tanga, Tanzania

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Toledo	Delmenhorst, Niedersachsen, Germany
Toledo	Poznan, Poland
Vandalia	Lichtenfels, Bayern, Germany
Vandalia	Prestwick, Scotland, UK
Wapakoneta	Lengerich, Nordrhein-Westfalen, Germany