

**The Brigham Young University Chinese Flagship Program and its Role
in the Utah Foreign Language Environment**

Statement

of

Dr. Dana S. Bourgerie

Director

The National Chinese Flagship Center at Brigham Young University

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I. Introduction and Background

Mr. Chairman and members of this distinguished committee, thank you for the opportunity to speak with you about the Brigham Young University's National Chinese Flagship Center and its relationship to the larger NSEP Flagship initiative,

You have requested that I focus on the work done within the Brigham Young University (BYU) Flagship Center and its impact on the State of Utah's language environment.

Every year many thousands of students from countries across the world arrive at US institutions of higher learning. While many come specifically to learn English, many others come as matriculating students in undergraduate programs, graduate programs, and in other programs, eventually attaining degrees along side their American counterparts. In doing so, they attain high levels of English, knowledge of American culture, and its institutions.

By contrast, although Americans have been studying abroad in increasing numbers since the 1960s, few enroll as regular students or attain the kind of language proficiency and cultural knowledge that would allow them to function professionally in the way their foreign counterparts do in the US. Instead, most enroll in "protected" language courses with students from their own institutions or their own country. This deficiency is the norm in languages designated as critical to US interests such as Chinese, Arabic, Russian, Hindi/Urdu, and others that are part of The Language Flagship group. Indeed, Americans obtaining a professional level of language proficiency is rare enough that when it does occur it often warrants special media attention in the overseas locales where the individual is residing. Our Flagship students are routinely written up in Chinese newspapers as outstanding examples of language learners because of their ability to speak Chinese in professional situations.

This media attention is flattering to our students and to our programs and is in fact tangible evidence of the Flagships' success in training students. At the same time it highlights how far we as a nation still need to go in developing the kind of professionals and specialists that are critical to fostering and protecting our national interests. The strategic imbalance inherent in the gap in foreign language abilities of American students compared to the English abilities of those from other countries is remarkable, and is evident in both business and government.

Allow me to share a personal example. Last year I was contacted by a law firm, which was representing a US capitol investment company negotiating a contract with Chinese and Thai partners worth hundreds of millions of dollars. Among the Chinese Thai partners were at least a half dozen individuals who had degrees (many advanced degrees) from the US, who had lived many years in the US, and who were well versed in American cultural practices and negotiating techniques. And, of course, many had excellent English language skills, using interpreters for strategic reasons only. On the American side, there was not a single Chinese speaker or anyone who had accumulated more than a few weeks of experience in China and Thailand. The Americans were even relying on the opposite side's interpreter to help them bridge the language barrier, and until the last stages of the contract, the American side failed to see their situation as

problematic. Finally, I was asked to come in and help fix an impasse in completing the negotiations.

The Flagship programs are designed to address just these kinds of imbalances and to disseminate and diffuse practices that would allow institutions beyond its direct scope to similarly train American students to operate professionally in their language of interest. Although the Flagship focus is on designated critical languages, it is hoped that its influence will be much wider, affecting the field of language teaching as a whole. After only seven years of operation, there is strong evidence that this change is happening.

The remainder of my remarks will outline what is being done in the BYU Chinese Flagship program that relate to national Flagship efforts and that support language learning initiatives in the State of Utah.

II. What is the Flagship Initiative?

The Language Flagship initiative, which began relatively modestly in 2002 with four participating institutions, seeks to produce global professionals in strategic languages with Superior (ILR 3/3+) language skills through a government-academic partnership. In less than seven years, The Language Flagship has now grown to include twelve domestic Flagship centers, seven overseas Flagship centers, six Flagship partner programs, and three K-12 Flagship programs, which as a group are teaching African languages, Arabic, Chinese, Hindi/Urdu, Korean, Persian, Russian, and Central Asian Turkic languages. Most Flagship programs focus on instruction in the upper range of the ACTFL and ILR proficiency scales and aim to create global professionals for government, business, industry, and education.

Although each Flagship program has its local context and language-specific challenges, all are tied together by a common set of principles and features. Each program is a part of a larger collaborative system, which is committed to:

- Providing students with the linguistic and cultural skills necessary to become global professionals.
- Using an assessment system that includes standardized tests and portfolios.

At the heart of the Flagship movement is recognition that high linguistic proficiency alone is insufficient to meet the growing demands placed on professionals working in increasingly sophisticated international markets and government roles. Along with the linguistic proficiency goal of ACTFL Superior (ILR 3/3+), students must develop cultural knowledge and specific domain knowledge to become true global professionals. Most Flagship programs make use of domain language training, advanced cultural training, direct enrollment in target-country universities, and internships to help students achieve these complementary goals.

In a broader sense, The Language Flagship seeks to change the way languages are taught in the U.S. by infusing universities with the kind of model of advanced learning, which can be used to build capacity in critical languages and, eventually, in all languages. Each Flagship follows this general model to pursue a shared mission of creating global professionals, but each does so by leveraging local resources and collaborating with local partners.

The Chinese Flagship Group

There are currently seven Chinese Flagship programs located in the U.S., and each has a somewhat different designation and charge:

- Brigham Young University Chinese Flagship Center (undergraduate post-baccalaureate corticated)
- The University of Mississippi Chinese Flagship Center (undergraduate)
- The Ohio State University Chinese Flagship Center (K-16)
- The University of Oregon Chinese Flagship Center (K-16)
- Arizona State University Chinese Partner Program
- Indiana University Chinese Partner Program (2008)
- University of Rhode Island Chinese Partner Program (2008)

These seven domestic programs are supported by two overseas Chinese Flagship Centers:

- Nanjing University Chinese Flagship Center (BYU administered)
- Qingdao Chinese Flagship Center (OSU administered)

Two overseas centers serve the needs of all domestic Chinese programs:

The domestic curricula of Flagship programs vary, though most operate as undergraduate programs. Among the Chinese programs, The Ohio State University Flagship program is the only one to offer both an undergraduate option and a master's degree. Brigham Young University's Flagship is an undergraduate program, but offers a certificate for a limited number of post-baccalaureate students. Whereas Brigham Young University typically accepts students in the junior or senior year, the University of Oregon operates as a four-year program. Two of the Chinese centers (Ohio State University and the University of Oregon) are designated as K-16 centers charged with developing articulated K-16 models leading to superior proficiency.

All of the domestic Chinese Flagship programs culminate with an overseas capstone experience, which includes direct enrollment at Nanjing University and internships managed by the Qingdao center. The overseas capstone experience in China requires students to operate in Chinese academic and workplace cultures – thus simulating their future roles as professionals working in Chinese-speaking contexts. Unlike traditional study abroad programs where students primarily enroll in protected courses designed for foreigners, the Nanjing Center facilitates enrollment in regular courses at Chinese universities that match the students' domain interests or college majors. They are also

required to complete internships and/or community service experiences in China to provide experiential learning opportunities.

III. The Brigham Young University Flagship Model

Purpose and Goals of the BYU Program

In line with the general goals of the Flagship program, the BYU program has as a core focus the training of students to operate professionally in the Chinese language, domestically and internationally. Our mission statement captures that aim.

The Chinese Flagship Program seeks to prepare students for careers related to China. The Program's aim is to provide participants with the linguistic, cultural, and professional skills necessary to realize their professional goals within a Chinese environment.

All of what we do is with this mission in mind and each phase of the program is designed to take the student to that stated level. Attaining this single goal requires a multifaceted curriculum, which addresses several integrated supporting objectives:

- Raise general proficiency scores from ACTFL Advanced Plus (ILR 2/2+) to Superior (ILR 3/3+)
- Increase capabilities in specialized professional communication tasks.
- Provide general and domain-related cultural training.
- Add value to existing university preparation and previous language experience.

Institutional Context of the BYU Chinese Flagship Center

In its seventh year of operation, the Brigham Young University Flagship Center is a collaborative activity, which is integrated into the Department of Asian and Near Eastern Languages, and which receives additional administrative support from the university's Center for Language Studies. Both the language department and the Center are units of the College of Humanities. The Department of Asian and Near Eastern Languages' Chinese program is among the largest in the U.S. with annual enrollments of around 1,600, and the program continues to grow. The department has seven full-time Chinese language faculty; three long-term, part-time instructors; and numerous student instructors. The Flagship Center benefits from support from other key campus units, including the Kennedy Center for International Studies, the International Students Programs Office, the Global Management Center at the Marriott School of Business, and the Department of Education supported National Middle Eastern Resource Center.

Although the general public does not always associate Utah with international activities or with ethnic diversity, the area has a significant minority population – especially in the large population centers along the “Wasatch Front” where BYU is located.¹ The Salt

¹ The 2006 census (<http://quickfacts.census.gov/qfd/states/41000.html>) places Salt Lake City's Hispanic population at 18.8%, more than the national average of 14.8%. In addition, the Pacific Islander population is just under 2%, African American 1.9%, and Native American 1.3%.

Lake City area is also home to one of ten national refugee relocation centers in the United States. Utah's Asian population is around 2% (compared to 4% nationally). Despite the relatively low minority population in much of the state, Utah is rich with international experience. Over 60% of Utahans affiliate with the Church of Jesus Christ of Latter Day Saints (also referred to as the Mormon Church or the LDS church), whose worldwide headquarters are located in Salt Lake City. The widespread tradition among young LDS church members to serve throughout the world as volunteer missionaries has contributed to a high level of international interest in the state. BYU and other higher education institutions enroll large numbers of former missionaries with overseas residence and language experience. As a result, BYU has among the highest number of second language speakers in the nation, with more than 77% of the student body (85% of the seniors) reporting that they speak a second language.² Moreover, this tradition of language learning extends beyond the LDS population, and interest in language learning is strong across the state.

Recruitment and Admissions

The BYU Chinese program is among the largest in the country, and likely enrolls more non-heritage Chinese learners than any other university. The BYU Chinese Flagship Program draws heavily from its regular Chinese program, but also recruits nationally. Each year, about a fourth of the entering Flagship students come from outside the university.

Because of the strength of BYU's lower-division Chinese program, the Flagship program is able to rely on those courses to teach foundation language skills and then admit students no earlier than their junior year. While the percentage of heritage students enrolled is smaller than at many of the urban centers in the US, the number is still significant at an estimated 15%. Among the forty-two students who have participated in the program, seven have been heritage learners and about half have been former missionaries from Chinese-speaking areas. The remainder of the students has been traditional learners, who began studying in regular courses. Most have had substantial experience with another foreign language and participated in traditional study abroad programs at least once. We have also had student returnees from other service programs such as the Peace Corps.

Importantly, BYU does not limit recruitment to Chinese majors, but looks for students with clear professional goals in any field. Many recruits are "double majors" who are meeting the requirements for a major in Chinese and another professional field. The most common fields have been accounting, business, economics, engineering, and international relations. Other less commonly chosen fields have included journalism, microbiology, pre-med, and visual arts.

BYU has reached out to other higher education institutions through contacts with their language departments and their advisement centers. The University of Utah and Utah State University represent particularly good recruiting sources for the BYU program since both have similar student demographics. Nationally, BYU has used Chinese

² Brigham Young University's Center for Language Studies

language associations' networks to advertise its program. Applicants from the national pool are typically students seeking certificates as special status, post-baccalaureate students. Besides BYU, we have had successful applicants from The University of Texas, Duke, Notre Dame, U.C, Irvine, Arkansas, the University of New Hampshire, The University of Georgia, the University of Maryland, the University of Florida, University of Colorado, Penn State University, the University of Hawaii, among others.

The Structure and Pedagogical Approach of the BYU Advanced Program:

Although BYU recruits students in their freshman year and, increasingly, in the K-12 sector, the BYU program does not formally admit students until at least the junior year of college. The BYU lower-division language courses have the goal of building the students' general language skills, and the Flagship program can then select from that strong pool of applicants when admitting students into the advanced program. After admission to the Flagship program, the pedagogical focus shifts to domain specific and content-based work.

The Flagship program does not have a one-size fits all program. Rather there are multiple tracks available, which provide the flexibility necessary to meet the needs of learners with different experience and competency profiles. The flexibility provided by the different program tracks is complemented by a closely articulated course sequence within each track. Tables 2 and 3 show the various tracks (and the content of those tracks) available to participants of the BYU Flagship program.

Table 2: *BYU Chinese Flagship Track Options*

Track	Duration	Description
Junior Track	3 Years	For Intermediate/Intermediate-High students who still need to complete substantial major work and upper-level general Chinese training (e.g., media Chinese, literary Chinese, and literature survey). Restricted to matriculating BYU students.
Senior Track	2 Years	For students who have largely completed their majors and who can devote most of their time to Flagship-specific study.
Fast Track	1 Year	For candidates entering at a minimum of ACTFL Advanced (ILR 2+/3) and have already completed upper-level cultural and linguistic training. Ideal for at-large candidates who have done other substantial study outside of BYU.

Table 3: *Content Overview of the Instructional Tracks within the BYU Flagship Program*

Academic Year		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
JUNIOR TRACK	Y1	Advanced Chinese Major course work Specialty advisement				Advanced Chinese Major course work Specialty advisement				Optional Flagship Major courses			
	Y2	Domain and content training				Domain and content training							
	Y3 Overseas	Direct enrollment in Nanjing				Internship in China							
SENIOR TRACK/ Special status post-BA	Y1	Domain and content training				Domain and content training Culture course				Domain and content training			
	Y2 Overseas	Direct enrollment in Nanjing				Internship in China							
FAST TRACK (1 Year)		Domain and content training				Direct enrollment in Nanjing Culture course				Internship in China			

The BYU program is not only designed for flexibility in terms of entry point but also for accommodating the great variability in student background that is typically found in high-level language training. BYU Flagship's curriculum is among the most individualized of all the Flagship programs in that the core of the special-purpose coursework is organized around a set of one-on-one tutorials and small group work.

Another advantage of the individualized instruction in the BYU Chinese Flagship program is that it accommodates a large number of domain interests. Because it cannot be expected that the language instructors will also be specialists in every one of the students' domain areas, BYU handles this challenge by using an array of native-speaking Chinese graduate student tutors who are trained to help students learn about the specialty language and practice of their common field of interest. The BYU Flagship also makes use of target language content recitation sections attached to regular courses taught in English. For example, we have convened a twice weekly, small group course attached to an existing China Political Science course, but which is conducted in Chinese. This strategy is similar to the Languages Across the Curriculum approach used at some institutions in the US. To date, the technical domains that the students have woven into their Chinese instruction include:

- Accounting
- Business
- Chemistry
- Development
- Economics
- Engineering
- Environmental issues
- International Studies
- Journalism
- Law

- Marketing
- Political Science
- Public Health
- Public Relations

IV. K-12 Partnerships and Program Articulation in Utah

As is the case throughout the U.S., Chinese enrollments have burgeoned in Utah in the last five years. Although still a small percentage of total foreign language enrollments, the number of students studying Chinese in Utah has grown substantially from 183 in 2003 to 1215 in 2007 (see table 1 below), with a projected enrollment between 3000-3500 in 2008.

Table 1: *Chinese Enrollments from 2003 through 2007 (Secondary Student Only Grades 7-12)*³

Language	Year									
	2003		2004		2005		2006		2007	
	Count	Pct	Count	Pct	Count	Pct	Count	Pct	Count	Pct
Chinese	183	0.25%	159	0.24%	263	0.39%	435	0.61%	1215	1.54%
Total	73983	100%	65409	100%	68258	100%	71602	100%	78878	100%

Source: Utah Department of Education, World Language Office

In 2003, fewer than six high school Chinese programs in Utah existed. In 2008, there will be seventy-four secondary school programs. Moreover, there will be ten Chinese dual language immersion programs beginning in Utah for the 2009-10 school year in six different school districts (Alpine, Davis, Granite, Jordan, Provo, and Weber). Two more school districts (Park City and Salt Lake City) will join the immersion group in 2010-11. Two state bills, which passed with bipartisan support, have funded nearly all of this recent growth:

- SB 80 (2007) Critical Language Program: \$330,000 per year for six years for critical language programs in secondary schools.
- SB 41 (2008) Critical Language Program: \$480,000 per year for six years for critical language programs in secondary schools and \$280,000 for critical dual language programs in elementary schools (Chinese, French, Spanish) per year for six years.

³ These numbers are based on October 1 course enrollment data for each academic year.

These state-based incentives have allowed the BYU Flagship to focus on curriculum development, assessment support, and teacher training and to use recently allocated K-12 linkage funds to respond to specific requests from the World Languages Unit at the Utah Department of Education and from individual districts.

Two BYU Flagship Center sponsored efforts include the Chinese EDNET distance program for high schools and a STARTALK Program (<http://startalk.umd.edu>), which includes both a K-12 intensive Chinese language camp and an associated teacher training workshop.

Now in its second year, EDNET (<http://ednet.byu.edu>) is serving thirty-four sections of level 1 and level 2 Chinese in 28 high schools. The main component of the blended-learning course originates from the BYU campus and from the Granite School District in the Salt Valley and is transmitted through a video linkup provided by the Utah Education Network (UEN). An experienced master teacher leads these live and interactive broadcasts, which are recorded for occasional delayed broadcast and possible development as part of independent distance education curriculum. Each classroom has a Chinese-speaking facilitator on-site to support the live lesson and to carry out specifically designed activities. Currently the Chinese EDNET program serves approximately 500 students throughout Utah, both in rural and urban districts. This program allows students to study levels one and two of high school Chinese in districts that currently do not have options for traditional classroom programs. Additionally, the program provides a training ground for future teachers as the classroom facilitators gain experience and exposure to teaching methodology. Several of these facilitators are now working toward alternative licensure and will be able to serve as full-fledged teachers in the future.

For the last two years the BYU Flagship Center has sponsored DoD funded STARTALK programs. STARTALK plays two distinct roles in the BYU Flagship K-12 strategy. STARTALK exposes more students to Chinese earlier and helps bolster high school enrollments through its articulated curriculum. In addition, the program serves as an important recruitment tool for the Flagship program as STARTALK students connect with advanced students who serve as counselors.

In its inaugural 2007 program, the BYU STARTALK program enrolled 18 high school students in Chinese classes and 15 teacher trainees in the teacher development track. The 2008 workshop expanded significantly to serve nearly 60 high school students. Moreover the teacher training component served eighteen secondary teachers and perspective teachers, along with fifteen teachers from China's Hanban (National Office For Teaching Chinese as a Foreign Language). This ongoing professional development workshop series helps address the critical need for qualified teachers by providing a methods course toward alternative certification. Partly as a result of the teacher workshop, the Brigham Young University Chinese Flagship program will now sponsor a Utah Chinese language teachers association, which will be formally organized in October 2008.

In addition to EDNET and STARTALK, the BYU Flagship is working with the university's independent study unit to develop a model course for Chinese. Each of these

three efforts are articulated and coordinated in terms of curriculum and credit with regular Chinese programs in Utah, allowing students to move smoothly from one program to another. Thus, the relationship between the state and the BYU Flagship represents a true partnership, and each works in a complementary fashion toward achieving larger state goals.

Technology and Learning Tools

The Flagship Center takes advantage of resources at its Humanities Technology and Research Support Center (HTRSC), whose resources are among the best in the country. HTRSC provides international satellite links, software development support, testing services, and state-of-the-art lab equipment. Within this support structure, the Flagship Center makes wide use of both commercially developed and locally-developed software programs for learning and teaching Chinese. However, because of the individualized nature of advanced language learning, the Center still develops much of the software needs for learning and testing. We also have compiled on-line corpora for the specialty domain topics chosen by our students. Traditional media (newspapers and broadcast news) are also a large part of our curriculum, though now typically delivered online and via streaming video. Each student is supplied with key on-line learning tools, such as *Keytip*, *Wenlin*, and *Ziba*. Recently, we have piloted use of “Skype pals,” whereby program students are linked to students of similar majors in China via Skype voice/video protocol. Skype has become ubiquitous in China and is often included on business cards. In addition, the Center has compiled a video archive that includes commercial broadcasts and video samples done by our own technical staff to specifically address the needs of individualized instruction. For example, we have a set of professional “backgrounders”, wherein Chinese professionals are interviewed about their work and show their work places. These “backgrounders” (which have been created in law, medicine, engineering, journalism, teaching, insurance, government, etc.) expose students to specific linguistic terms associated with their specialties and give cultural insights related to the professional practices of key fields.

Different Paths to China

All Chinese Flagship programs design their programs with the two components of the overseas capstone experience in mind: Direct enrollment at the BYU-managed Flagship Center at Nanjing University and internship placement through the Qingdao Flagship Center. The domestic domain and cultural training prepares students for direct enrollment in their major courses at Nanjing University and then to complete an internship with a company or institution in China. The direct enrollment phase allows students to study alongside native classmates, which is common in the U.S. but rare for American students in China. Students have a chance to live with a native-speaking roommate with a similar academic background. Thus, students gain experience by studying in a Chinese context and by establishing collegial relationships with future Chinese professionals. The Nanjing Flagship Center also provides support provides courses on in Chinese news media and in advanced writing, two areas we have found critical to the success of our students in the capstone experience. Although these courses are dedicated to Flagship

Students, they are taught by regular Nanjing University Flagship faculty from the Journalism Department and the Chinese Department respectively.

Students typically complete internships after the direct enrollment phase. The Ohio State University-managed Qingdao Flagship Center places Flagship students in internships. When possible, the interns are placed in Chinese institutions to allow for maximum exposure to Chinese professional practices. Successful navigation of this overseas capstone experience is the ultimate goal of the Flagship Program. All curriculum and activities leading up to the overseas phase of the program are designed to help meet the challenge of being able to serve as a professionals in within a Chinese speaking cultural environment.

Assessment and Evaluation

The National Security Education Program, which funds The Language Flagship, has insisted on accountability, and the BYU Chinese Flagship program uses a number of assessment and evaluation tools to demonstrate it is meeting its goals. ACTFL-OPI, the Chinese government HSK, and two computer adaptive tests for listening and reading⁴ form the core of the standardized measures for the BYU program. BYU also has made limited use of the Standards-based Measurement of Proficiency (STAMP) developed by the Center for Applied Second Language Studies (CASLS), the parent unit of the University of Oregon Flagship program. When available, the Flagship Program has used the Defense Language Proficiency Test (DLPT), one of the Interagency Language Round Table (ILR) group of tests.

In addition to the various standardized measures, the Flagship program collects qualitative data through program surveys, learning journals, and internship providers' surveys. To better serve the Flagship community and the language field as a whole, the Flagship Center uses the qualitative data and proficiency tests scores for research and formative evaluation.

In addition, because there is much that can not be captured in a standardized test, BYU makes use of language portfolios to display the outcomes of the students' efforts, including student presentations, writing samples, resumes, and linguistic history.

Collaboration and Cooperation with Other Chinese Flagship Programs

Although Flagship models vary, each program works toward producing professionals who have the linguistic and cultural ability to conduct business in Chinese. A key attribute of the Flagship movement is that each program is part of a larger network that draws upon expertise of its language group and of other Flagship language programs. For example, overseas centers serve all programs, and designated K-16 centers such as Ohio State University and the University of Oregon have developed curricula and expertise for Chinese K-12 programs, which can be shared with other emerging programs in Utah and elsewhere. Moreover, programs share assessment tools and portfolio systems.

⁴ Computer-Adaptive Test for Reading Chinese (CATRC), Chinese Computerized Adaptive Listening Comprehension Test (CCALT), and *Hanyu Shuiping Kaoshi* (HSK)

Outcomes for Recent Program Graduates

Since the first group of participants entered the BYU Chinese Flagship program, standardized scores have steadily risen to where the majority of students meet the ACTFL Superior level and HSK, which is the China national proficiency, test, similar to TOEFL in English.

Table 4: *Standardized Testing Results for BYU Flagship Cohorts 1-4*

Cohort	HSK	ACTFL-OPI	ILR
1	Level 9: 1 Level 8: 3 Level 7: 1 Level 6: 1	Superior: 5 Advanced: 1	Level 3: 3 Level 2+:2 Level 2:1
2	Level 8: 2 Level 7: 5 Level 6: 3	Superior: 3 Advanced: 8	Level 3+:2 Level 3: 3 Level 2+:3
3	Level 8: 2 Level 7: 3 Level 6: 1	Superior: 6 Advanced: 2	Level 3+: 3 Level 3: 3 Level 2+: 2
4	Level 10:1 Level 9: 2 Level 8: 6 Level 7: 4	Superior: 7 Advanced: 5	Level 3+: 3 Level 3: 6 Level 2+: 2

To put these scores in to context, the minimum score for entrance into Chinese University as an undergraduate is level 3-4 for the Sciences and level 5-6 for Arts and Sciences. Graduate programs require a minimum 6 in any field. Thus, all Flagship students so far have met direct enrollment entry standards for universities in China.

Beyond standardized tests, the BYU Flagship Center collects a portfolio of outcome data (video taped presentations, writing samples, etc) and personal background information (Chinese/English resumes, employment statements, etc.).

Some BYU Flagship Program Alumni Placements

The BYU Center has now graduated 4 cohorts and many are now in the workforce and in professional schools. Below are some of contexts in which graduates are now working or studying.

- Law School
- China Businesses
- State Department
- Commerce
- Other US Government
- Journalism
- Medical School
- Accounting Firms
- Technology Firms

V. The BYU Flagship Center's Influence on the Language Field and Local Language Environment

The Utah Governor's Language Summit. In addition to the recent, specific collaborations with the State of Utah Department of Education (STARTALK and EDNET), the BYU Chinese Flagship Center has been able to positively affect the language learning environment generally in Utah. The Flagship Center was co-organizer of a Utah Governor's language summit on September 16, 2008. The State took full charge of the summit, collaborating with NSEP, and drawing on their expertise from previous language summits. Moreover, Governor John Huntsman gave his direct support to the effort. As in previous language summits in Ohio, Texas, and Oregon, the gathering brought together representatives from business, education, industry, and government to begin a dialogue toward a language road map for the State of Utah. Speakers and participants included Governor John Huntsman, Dr. David Chu, and State Senator Howard Stevensen (Co-chair, Utah public education appropriations committee and main sponsor of the recent foreign language bills). Other key participants included the head of the Governor's economic development office and the head of the Utah World Trade Center.

Major support came from a number of sponsors including American Express (\$5000), the Governor's Committee on Economic Development (\$2500), the BYU Marriott School Global Management Center/CIBER (\$2500), the Utah State Office of Education (\$10,000), as well as the Language Flagship and the BYU Chinese Flagship Center. In addition to direct funding support, many hours were donated by top-level business leaders from the World Trade Center Utah, the Salt Lake City Chamber of Commerce, and the Utah County Chamber of Commerce.

The summit was the first step toward developing a language policy for Utah and brought together previously independent parties together in a productive dialogue on the current language capacity and needs in the state. Smaller working committees are currently being formed to draft a formal statement on language policy based on the outcome of the language summit and follow-up research. These results will be brought forward as recommendations to the Utah International Education (IE) Summit in January 2009. The IE Summit will then integrate the resulting road map into the broader Utah international education plan.

Beyond the state summit, the Chinese Flagship Center has reached out to other universities in the state and begun to form partnerships with institutions, especially the

University of Utah through its College of Humanities and Confucius Institute. Regionally, we have begun discussions with colleagues in Arizona and Wyoming to explore ways to diffuse successful models that we have developed for professional language training as well. Key educational leaders from Wyoming and Arizona attended the Utah language summit to gain insights for possible future language summits in their own states. Leaders from ACTFL, Asia Society, NCSSFL and K-12 education were also represented at the language summit as national contributors to the dialogue.