1. Record Nr. UNINA9910969165403321

Titolo	Building strategic language ability programs / / Joshua R. Weston, editor
Pubbl/distr/stampa	Hauppauge, N.Y., : Nova Science Publishers, Inc., 2010
ISBN	1-61761-471-8
Edizione	[1st ed.]
Descrizione fisica	1 online resource (166 p.)
Collana	Languages and lingustics series
Altri autori (Persone)	WestonJoshua R
Disciplina	428.0076
Soggetti	Language and languages - Ability testing Communicative competence
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Intro -- BUILDING STRATEGIC LANGUAGE ABILITY PROGRAMS -- BUILDING STRATEGIC LANGUAGE ABILITY PROGRAMS -- CONTENTS -- PREFACE -- STATEMENT OF OVERSIGHT AND INVESTIGATIONS SUBCOMMITTEE: HEARING ON THE DOD'S WORK WITH STATES, UNIVERSITIES, AND STUDENTS TO TRANSFORM THE NATION'S FOREIGN LANGUAGE CAPACITY -- STATEMENT OF GALAL WALKER, NATIONAL EAST ASIAN LANGUAGES RESOURCE CENTER, THE OHIO STATE UNIVERSITY, BEFORE THE HOUSE ARMED SERVICES COMMITTEE, SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS -- INTRODUCTION -- Teach Language in Culture -- Combine Language with Selected Content Knowledge -- Utilize Technology -- Assess Performance -- Challenges Facing the OSU Chinese Flagship Center -- CHINESE FLAGSHIP PROGRAM -- K-12 CHINESE FLAGSHIP -- K-12 Chinese Programs in Ohio -- The Growth of Chinese Programs in Ohio Schools, 2005-06 to 2007-08 -- Number of K-12 Chinese Language Teachers in Ohio (Total: 57), 2007-08 -- QINGDAO FLAGSHIP CENTER -- OHIO LANGUAGE SUMMIT AND THE -- I. Introduction -- Critical Ohio Language Themes -- II. Strategic Vision -- III. Action Agenda -- A. Pulling Together Resources to Implement the Roadmap -- Action Item 1: Establish an Ohio Language and Culture Service Center (LCSC -- Action Item 2: Create a Networking Organization, Language Partnering for Life (LPL) -- B. Developing Educational Models and Resources for Lifetime Foreign Language Learning and Teaching -- Action Item 3:

Developing Long Sequences of Foreign Language Study -- Action Item 4: Train, license and employ more teachers educated in the use of technology and develop networked programs around these qualified teachers -- Action Item 5: Create performance-based tools for assessing foreign language learners' ability to communicate effectively -- IV. The Current State of Pla -- Overview -- The Private Sector and Foreign Languages.
Foreign Language Use and the Public Sector -- Foreign Language Education -- V. Gap Analysis of Ohio's Current State of Play -- Strengths -- Education -- Tradition and Diversity -- Business &amp -- Government Infrastructure -- Weaknesses -- Education &amp -- Educational Resources -- Public Attitude -- Opportunities -- Preschool-16 education -- Government support -- Community Culture Centers -- Collaboration -- Threats -- APPENDIX A: OHIO GOING GLOBAL -- CURRENT FOREIGN LANGUAGE NEEDS AND SUPPLY IN OHIO -- 1. International Foreign Language Needs -- a. Ohio Foreign Trade -- b. Foreign Investment in Ohio -- c. International Education -- 2. Domestic Foreign Language Needs -- a. Immigrant Populations -- b. Language Needs in Ohio Public Services -- c. Ohio's Domestic Business Foreign Language needs -- 3. Current Ohio Foreign Language Learning Capacity -- APPENDIX B: SURVEY OF OHIOANS' VIEWS ABOUT -- Summary of Findings -- Demographic Factors -- Technical Appendix -- END NOTES -- STATEMENT OF TERRI E. GIVENS, UNIVERSITY OF -- I. INTRODUCTION AND BACKGROUND -- II. FINANCING STUDY ABROAD AT THE UNIVERSITY OF TEXAS AT AUSTIN -- International Education Fee Scholarship (UT) -- Benjamin a Gilman International Scholarship -- ulbright US Student Program: -- Freeman-Asia -- Coop GOES -- American Airlines -- AT&amp -- T -- III. LANGUAGE FLAGSHIPS AT THE UNIVERSITY OF TEXAS AT AUSTIN -- THE HINDI URDU FLAGSHIP -- ARABIC FLAGSHIP PROGRAM -- Profile of Our Students -- Study Abroad in Alexandria, Egypt -- The Arabic Language Community -- Sharing Our Innovations -- Creating the Next Generation of Arabic Educators -- The Arabic Flagship Future -- IV. THE TEXAS LANGUAGE ROADMAP -- TEXAS IN A CHANGING WORLD -- Changes in the Population -- THE DEMAND FOR LANGUAGES OTHER THAN ENGLISH IN TEXAS -- Advanced Language Competency -- Cultural Competency -- Lack of Awareness.
Costs of Insufficient Language Capacity -- LANGUAGE ROADMAP FOR THE 21ST CENTURY -- Goal 1: Raise Public Awareness -- Awareness -- Goal 2: Increase Instructional Capacity -- Certification -- Proficiency -- Teacher Ed Curriculum -- Curriculum for Language Majors -- Goal 3: Develop Advanced Linguistic and Cultural Proficiency -- Early Start Initiative -- Extended Sequence -- Structural Change -- Enrichment Options -- Goal 4: Create Incentive Structures -- Study Incentives -- Tax Credits -- Government Initiatives -- CURRENT LANGUAGE CAPACITIES AND LIMITATIONS -- Foreign Language Education in Texas -- Extent of Language Learning -- Between Needs and Capacity -- Language Acquisition and Age -- Integration of Language and Cultural Learning -- Making Language Learning Practical -- Re-Valuing Languages Other Than English -- HOW DOES TEXAS RANK IN THE NUMBER OF CRITICAL -- NUMBER AND PERCENTAGE OF SPEAKERS PER LANGUAGE IN TEXAS -- DUAL LANGUAGE EDUCATION -- BEST PRACTICES -- Northside Independent School District, San Antonio -- Alicia Chacon International School, El Paso -- TEXAS DUAL LANGUAGE PROGRAM COST ANALYSIS -- Report Developed for the Texas Education Agency and the Texas Senate Education Committee -- TEXAS LANGUAGE ROADMAP ADVISORY BOARD -- Pascal D. Forgione, Jr., Ph. D. -- Aaron Demerson -- Rob Eissler -- Admiral Bobby Ray Inman --

Mark Strama -- APPENDIX -- Directory of Foreign Language Immersion Programs -- Total Immersion -- Partial Immersion -- Two-Way Immersion -- STATEMENT OF ROBERT O. SLATER, -- INTRODUCTION AND BACKGROUND -- What Is the Language Flagship? -- New Curricular Approaches -- New Pathways to Language Learning -- Evidence-based Language Learning -- Institutional Commitment and Long-term Sustainability -- K-12 Articulation -- Articulated Overseas Immersion -- Diffusion of Innovation -- Peer Review and Quality Assurance.
Engagement of the Business Sector -- A CLOSER LOOK AT FLAGSHIP CENTERS -- Flagship Centers and Programs -- Same Goal, Different Pathways -- Expansion -- FLAGSHIP CENTERS -- African -- Arabic -- Central Asian Turkic Languages Consortium -- Chinese -- Eurasian Languages Consortium -- Hindi/Urdu -- Korean -- Persian/Farsi -- Flagship Students -- Flagship Student Profiles -- The Future of Flagship -- State Language Roadmaps -- Building the Roadmaps -- Language and Public Policy -- Establishing Advocacy and Coordination at the State Level -- Teacher Certification -- Language Learning and Academic Performance: Public Awareness -- Start Language Learning Early -- Moving Forward -- NATIONAL LANGUAGE SERVICE CORPS -- Background -- The NLSC Concept -- Concept of Operations -- Accomplishments -- Next Steps -- END NOTE -- THE BRIGHAM YOUNG UNIVERSITY CHINESE FLAGSHIP PROGRAM AND ITS ROLE IN THE UTAH FOREIGN LANGUAGE ENVIRONMENT: STATEMENT OF DANA S. BOURGERIE BEFORE THE HOUSE ARMED SERVICES COMMITTEE, SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS -- I. INTRODUCTION AND BACKGROUND -- II. WHAT IS THE FLAGSHIP INITIATIVE? -- The Chinese Flagship Group -- III. THE BRIGHAM YOUNG UNIVERSITY FLAGSHIP MODEL -- Purpose and Goals of the BYU Program -- Institutional Context of the BYU Chinese Flagship Center -- Recruitment and Admissions -- The Structure and Pedagogical Approach of the BYU Advanced Program -- IV. K-12 PARTNERSHIPS AND PROGRAM ARTICULATION IN UTAH -- Technology and Learning Tools -- Different Paths to China -- Assessment and Evaluation -- Collaboration and Cooperation with Other Chinese Flagship Programs -- Outcomes for Recent Program Graduates -- Some BYU Flagship Program Alumni Placements -- V. THE BYU FLAGSHIP CENTER'S INFLUENCE ON THE LANGUAGE -- END NOTES -- CHAPTER SOURCES -- INDEX.

Sommario/riassunto

This work explores the consensus that has emerged that the American education system must more aggressively embrace the concept of global education for a broader population of students.