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Monolingualism is the Illiteracy of the 21st Century

Monolingualism has placed the United States
in grave danger due to our linguistic
incapacity

U.S. National Security at Risk

(2012 Senate Hearing)

- State Department filled just 24% of essential positions requiring qualified linguists
- Department of Defense filled just 14%
- The 17 Intelligence Agencies: Department of Justice (incl. FBI) and Homeland Security are even worse

Russian expert linguists are trained systematically within the State's public education system from an early age in first one, then two, and, if needed, more foreign languages.

Chinese higher education system was modeled on the Soviet system

It Costs U.S. Taxpayers \$250,000 per linguist trained for overseas positions as diplomats and USAID officers

Foreign Service Institute (FSI) Director Ambassador Nancy McEldowney, 28
February 2017

(many argue that this is not the full cost of successfully training a future diplomat to Level 3)

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It Costs less than \$100 per student per year to produce a bilingual high school graduate or \$1,200 per student

“Cultural and linguistic awareness and the ability to build ties of trust will offer protection to our troops more effectively than body armor.”

Secretary James N. Mattis

Utah Guardsman Brent Taylor, Father of Seven Killed During Afghanistan Training Exercises



How Can a Monolingual United States Show Moral Leadership in a Dangerous World?

- Russia's and China's Central Governments ensure sufficient numbers of linguists for National Security, Military, and International Business
- Federalism ensures 50 Sovereign States control Public Education. The Proper Role of the U.S. Federal Government is to provide incentive funding for State Departments of Education to provide capacity to support for local Dual Language Immersion

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Having left the Utah Senate on December 31, I am dedicating myself as a national evangelist for Dual Language Immersion.

Even “Home Rule” states can implement statewide dual language immersion programs through legislation which directs state departments of education to offer the program, training, support and grants to schools which compete to opt in.

“Scarcity model”

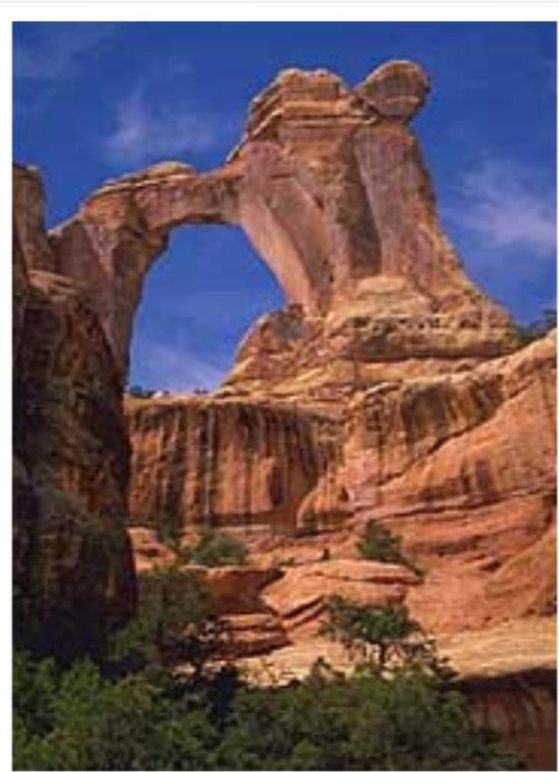
Supported by Governors and Legislators – but not without difficult battles – funding & conspiracies



What is Dual Language Immersion?

- Students learn academic content through a second language.
- Students spend a minimum of 50% of the day in a second language.
- Focus on building proficiency—being able to use the language—not on teaching grammar.

*Giving your child
the gift
of a second language*



Chinese, French, German
Portuguese, Spanish, Russian

DLI Teachers From Countries with Utah MOUs

Spanish

- 87 Spain
- 10 Mexico
- 4 Peru

German

- 6 Germany

Mandarin

- 72 China Mainland
- 15 Taiwan

Russian

- 1 Russia

French

- 44 France
- 1 Ivory Coast
- 1 French Guyana
- 1 Senegal

Portuguese

- 31 Brazil

Of 705 Total Teachers

- 273 Total Foreign Teachers

General Education Program



- **Open access** to all students
 - Students with disabilities
 - Students who are academically delayed
 - English Language Learners
- No qualifying process
- No prerequisites

Boston Flint



UTAH Dual Language Immersion

“K-12 DLI Program...with a K-16 Vision”

**DLI Elementary
Years**
K-6

**Grades K-6: Focus on
acquiring a broad base
of content area
language and
vocabulary**

**DLI
Continuation**
7-8

**Grades 7-8: Focus on
cognition skills and on
deepening cultural
competencies**

**AP Language
and Culture**
9

**Grade 9: Benchmark
course preparing
students for university
upper division language
study**

**DLI University
Bridge**
10-12

**Grades 10-12: Focus on
application of language
into global career
opportunities, building
global competency**

The Utah Model



Instruction is divided between two classrooms:

- One teacher teaches ONLY in the target language
- One teacher teaches ONLY in English



In Utah it costs:
\$97
per student per year

Elementary School Language Programs

"The **least expensive** model, which ironically results in the **highest level** of **language proficiency**, is **immersion**."

Mimi Met

Dual-Language Immersion Programs Raise Student Achievement in English

Dual-language immersion (DLI) programs—which provide both native English speakers and English learners with general academic instruction in two languages from kindergarten onward—are proliferating rapidly in the United States. Although precise counts of DLI programs are not available, recent estimates place the figure between 1,000 and 2,000 nationally, with substantial recent growth in Utah, North Carolina, Delaware, and New York City.

This expansion appears driven by a number of complementary forces: a large increase in the share of U.S. schoolchildren who are not native English speakers; observational evidence that English learners in DLI programs academically outperform those in other programs; and demand from parents of native English speakers who anticipate the benefits of bilingualism in an increasingly global society.

In the largest random-assignment study of DLI education to date, RAND partnered with the American Councils on International Education and the Portland Public Schools in Oregon (PPS) to estimate the causal effects of the district's DLI programs on student performance over time in reading, mathematics, and science, and on English learners' academic

Key findings:

- Portland Public Schools (PPS) students randomly assigned to dual-language immersion programs outperformed their peers on state reading tests by 13 percent of a standard deviation in grade 5 and by 22 percent of a standard deviation in grade 8.
- Immersion-assigned students did not show statistically significant benefits or deficits in terms of mathematics or science performance.
- There were no clear differences in the effects of dual-language immersion by students' native language.
- English learners assigned to dual-language immersion were more likely than their peers to be classified as English proficient by grade 6. This effect was mostly attributed to English learner students whose native language matched the classroom partner language.

American Radio Works Program on DLI Effects on Brain

American RadioWorks®

PODCASTS

DOCUMENTARIES

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SUPPORT



The Science of Smart

Cognitive Benefits of DLI

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- Those who are bilingual have stronger executive control systems in their brains, which allows them to focus their attention with less effort.
- This makes it easier to multi-task and problem solve.

Harvard Law –

How Hispanic Catholics and White Mormons came together in commUNITY.

One Nation INDIVISIBLE

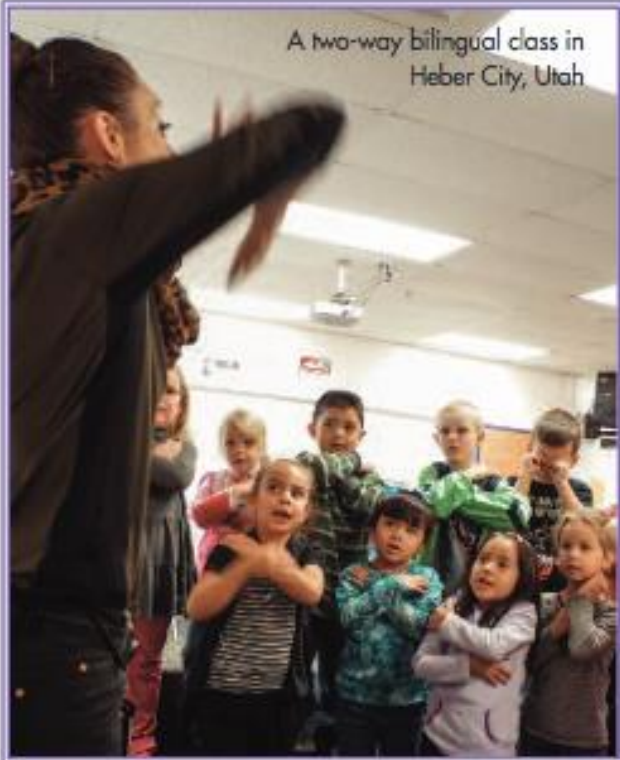
Stories From the Field www.onenationindivisible.org March 2014

Utah's Bilingual Boon

STORY BY SUSAN EATON
PHOTOS BY GINA CHIRICHIGNO

When all the big changes came to Heber City, Utah, few people experienced them as keenly as Eric Campbell, the principal of a local elementary school, father of four boys and pillar of his local church. Campbell and his wife Melissa had been one of the thousands of new families who'd settled here over the last couple of decades, transforming this picturesque former farming community into a suburb. The population rate had long been creeping up in Heber City. In 1990, just 4,300 people lived here. By 2012, more than 12,000 people called Heber City home.

A two-way bilingual class in Heber City, Utah



A few years ago, Armando Mercado opened up on North Main Street. A novel at first, Armando's now enjoys a brisk business selling tortillas and homemade chorizo sausage to a mostly Mexican American clientele.

Eric and Melissa Campbell enthusiastically welcomed cultural shift in Heber City place founded by English immigrant Mormons in the 1850s and named for the Mormon apostle Heber C. Kimball. Eric had learned Spanish during his Mormon mission in Spain. Melissa had learned it during her mission in the Dominican Republic.

Bilingual High School Students to become Interpreters at Utah's 5 National Parks





STARTALK & DLI PARTNERSHIP INITIATIVE: Unprecedented Infrastructure for Language Education in the U.S.

American Councils Research Center
DLI National Alliance

STARTALK-DLI PARTNERSHIP INITIATIVE

In partnership with STARTALK and the DLI National Alliance, the overall goal for American Councils is to establish a STARTALK-DLI Partnership Initiative that will increase the number and proficiency of students graduating from the K-12 system with advanced language ability in “critical languages.”

STARTALK-DLI PARTNERSHIP INITIATIVE

Will create by August 1, 2019 a comprehensive list of DLI sites that focus on STARTALK languages (Arabic, Chinese, Hindi, Korean, Portuguese and Russian). There will be yearly updates thereafter by American Councils Research Center.



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