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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.
States must solve the U.S. Linguistic Shortage

Only State Education systems can solve the national security crisis of linguistic shortages.
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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
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’ proficiency in English.

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

The Science of Smart
Cognitive Benefits of DLI

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• This makes it easier to multi-task and problem solve.
Harvard Law –

How Hispanic Catholics and White Mormons came together in commUNITY.
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
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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