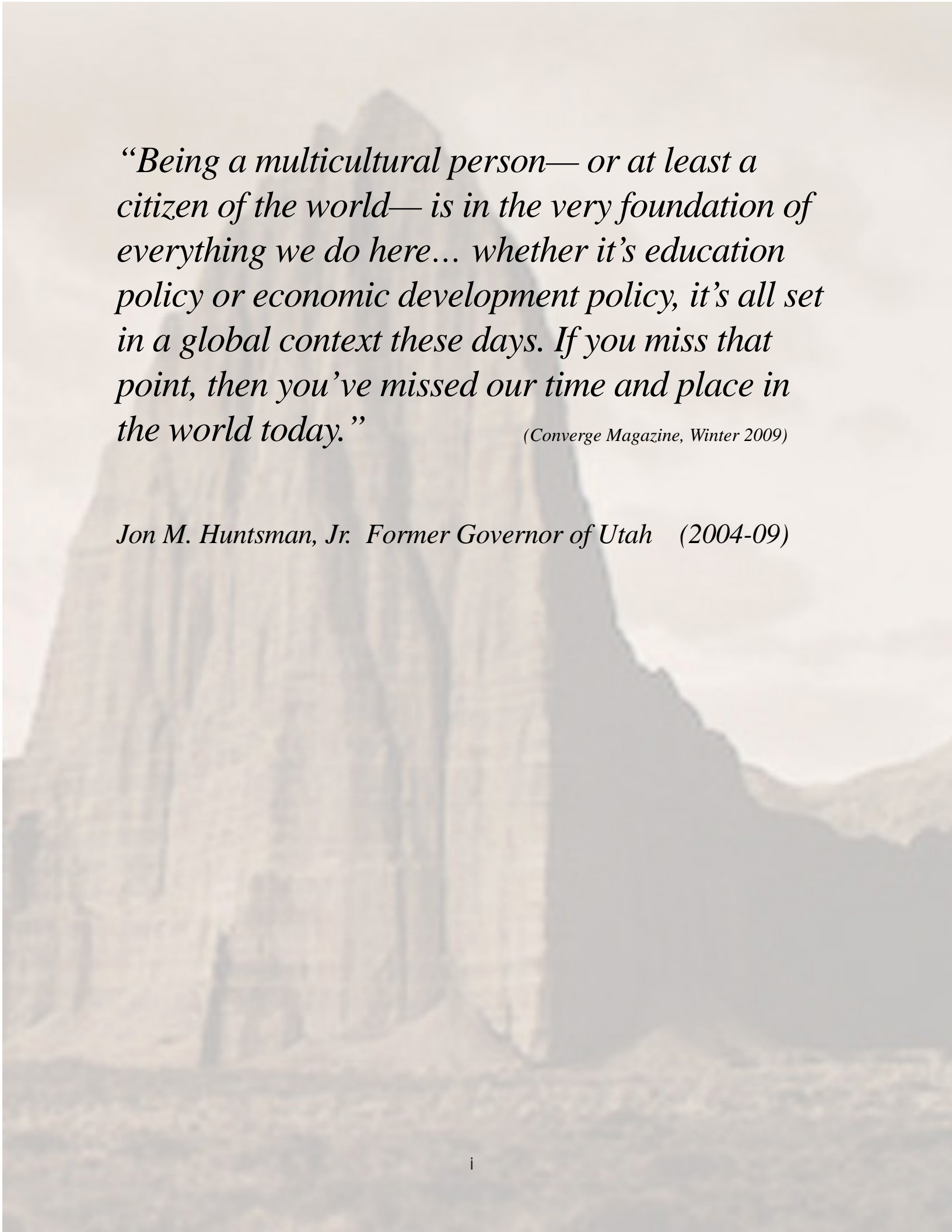




UTAH LANGUAGE ROADMAP FOR THE 21ST CENTURY

Preparing the Rising Generation



“Being a multicultural person— or at least a citizen of the world— is in the very foundation of everything we do here... whether it’s education policy or economic development policy, it’s all set in a global context these days. If you miss that point, then you’ve missed our time and place in the world today.”

(Converge Magazine, Winter 2009)

Jon M. Huntsman, Jr. Former Governor of Utah (2004-09)



STATE OF UTAH

OFFICE OF THE GOVERNOR
SALT LAKE CITY, UTAH
84114-2220

GARY R. HERBERT
GOVERNOR

GREG BELL
LIEUTENANT GOVERNOR

October 26, 2009

Dear Colleagues,

I recently had an opportunity to review the Utah Language Roadmap for the 21st Century and we support the collaborative efforts for this endeavor made by members of public education, higher education and the business community. The Utah Language Roadmap for the 21st Century is an aggressive language education plan that will prepare generations of Utah students to enter a changing global economy. The Roadmap articulation aligns world language acquisition strategies between elementary, secondary and higher education.

World language acquisition is now an essential skill for global competitiveness. Learning a second, third or multiple languages enhances marketability and teaches cultural competence crucial to future success. Our students must be afforded these opportunities as we compete on the global scene with other students from around the world.

I look forward to the implementation of the Roadmap in Utah schools as we prepare our citizens to compete internationally.

Sincerely,

Gary Herbert
Governor

UTAH STATE OFFICE OF EDUCATION

Leadership...Service...Accountability

Larry K. Shumway, Ed.D., State Superintendent of Public Instruction

Voice: (801) 538-7500 Fax: (801) 538-7521 TDD: (801) 538-7876

250 East Cesar E. Chavez Blvd. (500 South) P.O. Box 144200 Salt Lake City, UT 84114-4200

November 10, 2009

Dear Fellow Utahans:

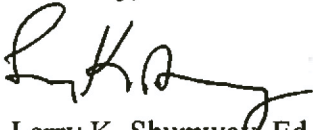
I am pleased to support the efforts for world language excellence outlined in the Utah Language Roadmap. Delineating a clear path forward in any endeavor is one of the first and most critical steps toward success.

As this document attests, Utah has long been a crossroads of many languages and cultures. Utah also has a strong tradition of world language development, and is unique in the range of world languages spoken by the general population. We have a solid foundation upon which to build. In 2002, as the hosts of the Winter Olympics, Utahans proudly proclaimed that the world is welcome here. Now we have an opportunity to ensure that Utah students are welcome in the world, for nothing opens doors—and opportunities—as readily as a shared language. With the publication of this roadmap we have a way forward that can ensure that Utah students are acquiring the skills, knowledge, and dispositions necessary to be competitive in the world marketplace.

This way forward builds on the strengths of our K-12 public education system, on our alliance with institutions of higher education, and on our partnerships with business partners as well as community and civic organizations. All of us, working together, can achieve the goals and vision outlined in this document.

I encourage you to read and reflect on this roadmap, and to consider the role you can play in ensuring that our world language excellence continues to grow. If we commit to this path ahead, generations yet to come will thank us, and the best part is they will be able to express their thanks in many languages.

Sincerely,



Larry K. Shumway, Ed.D.
State Superintendent of Public Instruction

ra/la



November 11, 2009

Dear Colleagues,

On behalf of the large and growing international business community in Utah, the World Trade Center Utah is pleased to support strongly the excellent recommendations of the Utah Language Roadmap. As one of 57 World Trade Centers in America and 324 around the globe, World Trade Center Utah represents those many businesses who are leaders in expanding international trade, understanding and culture in our increasingly global world with correspondingly decreasing borders and boundaries.

The Utah Language Roadmap for the 21st Century is a bold, well developed language education plan that recognizes the unique global perspective and remarkable resources in Utah and effectively sets out a strategy for our students to realize their potential to be an advanced multilingual workforce, prepared for the challenges of the world economy.

Utah is Global – a statement the World Trade Center Utah makes at every opportunity - whether it be with legislators, visiting delegations from numerous countries, ambassadors, Utah business owners, university students or government employees. Utah's international business community is valued at \$10.3 billion and international business represents almost one third of the Utah GDP! Clearly, the demand from these globally oriented businesses are for highly skilled and internationally literate workers. Utah companies, such as the over 2200 companies engaged in exporting alone, consistently express a need for employees who can communicate effectively with domestic and international colleagues, competitors and co-workers from diverse linguistic and cultural backgrounds.

We have noted specifically an additional demand for excellent multilingual skills from both domestically oriented employers with an increasingly diverse workforce and government agencies vigorously involved in engaging international visitors and promoting economic development through the recruitment of international companies to Utah. In all these situations, it is critical for Utah citizens to be able to deliver services and information in various languages and appreciate the subtleties of doing business in other cultures, much of which is learned through language study.

The World Trade Center Utah wholeheartedly supports the vision and well defined recommendations outlined in the Utah Language Roadmap. We, along with all of our strategic partners in international business, look forward to seeing Utah at the forefront of the amazing and inevitable global economy.

In summary, Utah companies embrace a global perspective and are looking for employees who can communicate effectively with a world with many eyes.

Sincerely,

Lew Cramer,
President/CEO

World Trade Center Utah, 175 East 400 South, Suite 609, Salt Lake City, UT 84111 (801) 532-8080 www.wtcut.com

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UTAH LANGUAGE ROADMAP FOR THE 21ST CENTURY

The Utah Language Roadmap for the 21st Century is an aggressive language education plan that will prepare generations of Utah students to enter a changing global economy.

VISION:

Utah is an extraordinary state. Its remarkable resources have invited generations of international tourists and immigrants to come to Utah and enjoy all the state has to offer. Utah's rich and diverse landscapes are world renowned, its natural resources supply worldwide markets, and its population has a global perspective that is centered on reaching out to the world through economic markets, service industries, and cultural interchange. Utah's particularly unique worldview offers an unprecedented opportunity for it to become an international leader in a global exchange of business and ideas; its potential lies in the decisions that are made today to serve future generations.

Promontory Point, Utah brought two industrial worlds together, the east coast with the west coast, and changed the face of industry in the United States. Early visionary leaders had the courage and foresight to tackle the challenges of uniting American industry and consequently realized the benefits of this great railroad undertaking. Near the end of the project, they also realized that careful planning was necessary in order to align miles of track to one common, joining point – in Utah.

Today, Utah's leaders face a similar challenge as they consider uniting different economic worlds, the East with the West, and the key to successful alignment lies in Utah's greatest resource: its people. Utah has a globally attuned citizenship that will enable its leaders to create a focal economic center in Utah for the emerging global markets by capitalizing on our rich resource of a multilingual and multicultural population.

Innovative planning, realistic goals, broadened opportunities, and effective communication are the key elements necessary to equip Utah's rich population with the linguistic and cultural training needed to enter and lead in a global economy. In order to be part of the global exchange, effective communication is at the heart of success, and the rich resource of our multilingual and multicultural population is at the heart of Utah's success.

Utah stands at a crossroad full of potential. The opportunity is now. Our heritage of reaching out to the world has already prepared generations of Utahans for international success. The

development of a Utah Language Roadmap for the 21st century will prepare future generations of Utahans for international success as they enter and lead the global exchange in a flattening world around us. By doing so, we continue to invite the world to Utah while keeping our greatest resource at home.

EXECUTIVE SUMMARY:

In September 2008, the Governor’s Language Summit – Utah 2008 opened a dialogue among leaders in business, education, and government to create a new paradigm in language education.¹ Throughout the day-long Summit, participants discussed Utah’s future in a global economy and the important role language education will play in its success. The March, 2009, International Education Summit continued the discussion and added the dimension of overarching international education goals for Utah’s K-16+ student population. The Salt Lake City Language Summit² generated a third conversation in May, 2009, between key Utah business and government leaders at the World Trade Center Utah and focused on defining Utah’s business profiles and the affect language expertise has on their successes, failures, and futures.

All three events emphasized the need to prepare Utah students with the language and cultural skills necessary to enter and lead in a global economy. Breakout sessions at the Summits combined voices from business, government and education to answer specific questions designed to inform a strategic action plan for Utah language education policy. These questions focused on gaining a “needs” analysis from future employers. The resulting Utah Language Roadmap carefully considers all group recommendations from the Utah summits on the following topics:

- 1) Top challenges in organizations that require or could benefit from language skills currently and in five years.
- 2) Defining current need for language skills in organizations, focusing on domestic and international business, as well as domestic and international government.
- 3) The future face and skill sets of Utah’s workforce.
- 4) Challenges to obtaining a desirable workforce and key obstacles to achieving this goal.
- 5) Top and key demands for languages in Utah business and government.

¹Special acknowledgement to The Language Flagship and the National Security Education Program for their guidance and contribution to the Governor’s Language Summit - Utah 2008. The Flagship initiative, U.S. Language Summits: Roadmap to Excellence, began in 2007 in Language Flagship Centers in Texas, Ohio, and Oregon. Shared information and expertise from these summits served to inform the Governor’s Language Summit - Utah 2008 and contributed to its success.

²Conducted by Dr. Susan Duggan, Senior Strategist, The Language Flagship

Leaders who participated in each of the discussions formed committees to discuss the results of these conversations and were asked to review and discover the key elements most important to their topic of conversation. Through a careful process of aligning educational expertise with the conversations generated by business and government leaders, four committees resulted, each with a specific focus: curriculum development, teacher training and professional development, cultural diversity, and business expertise. These committee recommendations focused on four integral elements that require further action for a successful Utah Language Roadmap for the 21st Century and include:

- 1) Opening up a dialogue: Education – Government – Business
- 2) Teaching and Learning: Articulation and Design
- 3) Language Education Opportunities
- 4) Cultural Competence

Implementation of these elements into Utah's language education plan requires strategic coordination of Utah's leadership in all areas integral to the conversation: education, government and business. The Utah Language Roadmap will provide recommendations for immediate implementation to begin this important process, as well as recommendations that require additional time and planning to ensure a successful language education plan that will prepare and serve current and future generations of professionals in Utah.

Utah Language Roadmap to Excellence

Shared strategic vision

World language capacity is crucial to Utah in order for it to realize its international business potential, strengthen its domestic economy, and create a better understanding of where Utahans belong in a global community of world language speakers and their cultures.

The shared vision of three Utah events emphasizes the goal of creating a dynamic language education structure to support the development of a highly skilled and advanced multilingual student population focusing on professional competence in at least one world language other than English, preferably two. The goal is linguistic facility coupled with the ability to use languages in an advanced professional and cultural context. It is universally recognized that linguistic and cultural competence is crucial to Utah's success as an emerging leader in a global market.

Shared recommendations in order to reach this goal:

- 1) Opening up a Dialogue: Education – Government – Business
- 2) Teaching and Learning: Articulation and Design
- 3) Language Education Opportunities
- 4) Cultural Competence

Recommendation 1: Opening up a Dialogue: Education – Government – Business

Communication between education, government, and business will help to inform a world language education plan concerning the workforce preparation necessary to meet Utah's global needs.

Three events in Utah, beginning September 2008, opened up a dialogue between education, government and business to inform the design of a Language Roadmap for Utah; continuing the dialogue is crucial to the successful completion and implementation of Utah's world language education plan as leaders from business and government inform Utah educators concerning their workforce needs.

It is universally recognized that linguistic and cultural competence is crucial to Utah's success as an emerging leader in a global market.

"The Utah Language Roadmap will not have any traction unless we have a strong voice from the Utah business community."

Johanna Watzinger-Tharp, Co-Chair, Governor's World Language Council

The discussion with Utah's business community identified the following key elements needed in their global workforce:

1. *Top uses for language* include:

- a. marketing and communications
- b. client communications and public relations
- c. customer care and support
- d. business development and sales
- e. relationship building
- f. business negotiation
- g. international communications
- h. management issues and human resource management
- i. health care
- j. business documentation

2. *Top purposes for advanced competence in the use of world languages* include:

- a. development of trust through advanced language and cultural competence
- b. understanding and adapting to the local culture
- c. understanding the context of a foreign partners' business environment
- d. technically advanced language skills for the development of regulatory issues/duties as businesses expand overseas
- e. a domestic need to communicate safety issues and human resource support to non English speaking Utah residents in the Utah workforce

3. *Top opportunity costs associated with inadequate language and cultural skills in business* include:

- a. loss of capital due to mismanagement of foreign relationships
- b. loss of opportunity due to poor public perception in a global market
- c. loss of production time due to lack of understanding between Utah business owners and foreign production management
- d. loss of expansion opportunities and market share due to Utah business' ignorance concerning the foreign market
- e. delays in business negotiations with the potential of ultimate loss of opportunity
- f. loss of account retention and damage to reputation

4. Top current language needs in the business sector include:

- a. multiple language proficiency and cultural awareness in the workforce
- b. business-related language proficiency in vocabulary and cultural training
- c. qualified language teachers with professional language and teaching skills and cultural experience to lead multilingual education and professional programs
- d. proficient reading, writing and speaking skills in multiple languages to perform successful negotiations at management levels
- e. professional cultural and protocol awareness to forge successful international partnerships
- f. a multilingual workforce to conduct day-to-day business and provide accurate documentation in support of international business practices

5. Top current language needs in the government sector include:

- a. international economic and trade development
- b. international tourism development
- c. NGO economic development
- d. diplomacy and humanitarian effort development
- e. international government contracts and culturally-competent negotiations
- f. international network of mentors and honorary consuls within the state

6. Current solutions to needs and challenges include:

- a. native English speakers with advanced language, cultural and **PROFESSIONAL** skills
- b. foreign nationals relocated to Utah (although expensive and difficult to support families)
- c. on-the-job development of language and cultural competence

7. Ideas related to business' role to shape a future workforce include:

- a. partnerships with higher education institutions to offer 'real-life' opportunities to their students with developing language and technical skills
- b. scholarship funding support for Utah K-12 language teachers to travel abroad and gain materials and experience necessary to enhance their classrooms
- c. efforts to bring students with some fluency into a business context to improve their language and technical knowledge (internship opportunities, etc.)
- d. on-line training for continued learning, apprenticeship/mentorship offers
- e. continued dialogues between business and local education leaders to discuss plans and affect change (e.g., establish a clearing house so that students/teachers can be aware of what internship and other overseas opportunities are available through scholarships from local businesses)

- f. continued dialogues with Utah legislators to encourage support of language education initiatives (tax credits for families willing to host foreign students in Utah)
- g. study abroad and internship/volunteer opportunities for promising Utah secondary students
- h. create opportunities for immersion experiences in Utah institutions through funding support

These discussions of business and government leaders have shaped and will continue to shape the Utah world language education plans implemented as part of the Utah Language Roadmap; continuing the dialogue is imperative as Utah educators implement the steps they envision future global professionals will need in order to meet the needs of the business and government communities. A key recommendation of the Roadmap is to establish a structure which supports continuing and effective trilateral conversations between business, government, and education in order to inform each of the needs and expectations of the others in the world language education conversation.

Recommendation 2: Teaching and Learning: Articulation and Design

Articulation and design will align between K-6, secondary education, and higher education statewide to produce students with the world language and cultural competence levels necessary to compete in and contribute to Utah's global workforce needs. Language educators in Utah's K-12 system will be adequately prepared to teach and inspire their students to continued study of world languages and culture. Opportunities for study in-country will be available to qualifying secondary teachers and students through private and public scholarships. An innovative program of incentives will be developed to reward educators and students for exceptional achievement in language education.

The K-16 articulation vision: A Utah student

- 1) begins world language study in a dual immersion program as a kindergartner,
- 2) continues content study in the world language in middle/junior high school,
- 3) achieves Advanced Placement credit by the ninth grade,
- 4) has a choice to begin study of a third world language in high school culminating in additional Advanced Placement credit by graduation, and
- 5) capstones the experience by entering higher education where professional major and core content courses are available for study in world languages, advanced literacy competence is obtained through continued study of the world language, and study abroad and internship program opportunities are available for linguistic and cultural competence and exchange.

This aggressively articulated design is at the heart of a language education roadmap that will create a superior global workforce in Utah as it enables Utah students to implement their world language abilities into a successful international career path and meet the needs of Utah's international business community.

The goals:

Students involved in early level K-6 world language programs will reach secondary schools at a high novice to intermediate level of competence. Secondary language education enhances this competence, preferably in subject content, with the

Articulation and design will align between K-6, secondary education, and higher education statewide.

goal of Advanced Placement testing by the 9th grade. Students will continue their study of the second world language other than English and, preferably, begin study of a third world language with the goal of a third world language Advanced Placement test by high school graduation. Curriculum support for students in *standard world language programs beginning in secondary school* will culminate in the goal of advanced placement testing by high school graduation. Higher education will begin now to develop world language curriculum appropriate for entering students at the intermediate- to advanced-level and work toward support of continued world language study in a career-related context in conjunction with literacy study through a standard world language program.

State standards defining world language competence levels will be developed to help standardize world language study throughout the state, especially in the K-12 system. World language K-16 curriculum in the state differs in proficiency definition between K-12 districts and higher education; proficiency standards established for language advancement will enable an articulated design and encourage productive use of the language in classroom study.

These goals can be achieved through the following recommendations:

1. Curriculum Articulation and Design

- a. Establish a committee of curriculum experts to investigate current curriculums, discover best practices, and provide model curriculums for dissemination throughout the state
- b. Develop structure/committee that encourages communication among curriculum developers in K-6, secondary and higher education to promote alignment of programs
- c. Incorporate culturally sensitive curriculum that embeds experiential learning in tandem with linguistic study
- d. Develop literacy component within curriculum to ensure full linguistic and cultural competence

2. Teacher Training and Professional Development

- a. Establish a state-supported professional work group to determine what a global curriculum would look like and how teacher education can support that curriculum
- b. Encourage higher education to produce a domestic cadre of skilled and linguistically proficient K-12 world language teachers who:
 - o own a command of the second language and understand its process
 - o have the ability to inspire their students toward continued world language study
 - o understand academic world language in context

- o provide experiential learning in the classroom
- o incorporate interdisciplinary collaboration
- o understand the advantages of technology and its ability to enhance classroom study
- c. Provide multiple pathways and opportunities for licensure of appropriate world language teachers residing in the community with a goal of world language teaching
- d. Encourage higher education and the Utah State Office of Education to provide sustained professional development with on-going support and follow-up for all world language teachers as they
 - o create a management plan for regularly scheduled professional development seminars and workshops
 - o create an assessment plan to develop best teaching practices and evaluate efficacy of curriculum
 - o identify model curriculum materials and establish organized dissemination
 - o identify and harness technological opportunities to enhance classroom study and provide training for use of the technology
- e. Continued support of international guest teachers through professional development and mentoring

3. Cultural Exchange, Competence and Community Outreach

- a. Develop culturally sensitive curriculum that
 - o allows students and teachers to know and internalize their attitude disposition
 - o enhances their appreciation of diversity/cultural differences
 - o encourages an international perspective
 - o enhances understanding of a cultural view of community and family structures
- b. Provide multiple pathways for teachers and students to access language and cultural experiences (at home and in-country) through
 - o summer seminars for current teachers sponsored by business, the Utah State Office of Education, and higher education
 - o partnerships with higher education to be aware of and take advantage of summer enrichment programs and study abroad experiences for teachers and students
 - o funding opportunities (private and public) to support in-country study for teachers and students
 - o partnerships with business to provide study abroad incentives to award exceptional achievement in world language study to teachers and students
- c. Incorporate technology-based curriculum that allows for cross-cultural experiences domestically

and overseas (Skype, WMBA, EDNET, etc.)

- d. Identify community resources that can contribute to and benefit from K-12 cultural programs within the community

4. Government and Business Influence and Contribution

- a. Encourage the Utah State Board of Regents to initially incorporate a requirement of two years of world language study necessary for entry into any of the Utah state colleges or universities with future goals of proficiency-level testing and increased world language study entry requirements
- b. Develop collaborations between education and business to enhance existing and create new programs for study abroad and business-related internships for students and teachers throughout K-16 world language programs
- c. Develop and initiate a system of award initiatives from government and business that
 - o identify exceptional K-12 world language teachers and teaching practices
 - o identify exceptional student proficiency using approved assessment tools
 - o identify schools that provide exemplary support of world language programs and their constituent parts
 - o identify districts that provide exemplary support of world language programs and their constituent parts
- d. Provide and require state-wide training of all secondary school guidance counselors in order to raise awareness of the importance of world language education in relation to higher education requirements, scholarship awards, and future career opportunities
 - o incorporate world language requirements into guidance counselors' checklist of necessary subjects
 - o educate guidance counselors to the opportunities for business-related scholarships, internships and volunteer opportunities to enhance students' K-12 academic resumes

- o provide information to students through guidance counselors for career related advantages relative to world language study and professional training

Recommendation 3: Language Education Opportunities

Utah students should be allowed multiple opportunities to begin world language study at various stages in their educational experience.

It is presumed that sequential world language study for an extended period of time through a fully articulated curriculum design is the ideal for achieving the highest levels of competence in a world language, however, it is equally important for schools to provide multiple entry points into the study of world languages. The goal is to allow students the opportunity to enter world language programs without the constraint of predetermined points while still providing the opportunity to gain competence in the language. A second goal is to encourage Utah K-16 schools to develop world language programs in a variety of languages which is accomplished more easily outside of the constraints of sequential, extended world language study (dual immersion programs).

Multiple entry points accommodate students who begin their study of world languages in secondary school for a myriad of reasons, among them a transfer among schools, development of interests in specific languages during their middle/junior high or high school years because of career choices or personal motivation, or a desire to study additional world languages beyond early learner programs (a concept referred to as “language layering”). In middle/junior high schools, districts may be able to offer only a limited number of languages due to staffing constraints or the size of schools, but provisions for other languages in high schools can be made. Learner choice becomes an increasingly important factor as students mature and their eventual competence is linked with interests and motivation.

The opportunity for students to achieve competency in multiple languages can also be achieved through multiple entry points into world language programs. Utah students will develop multilingual competence that will enrich their future work and travel as they engage with multiple languages throughout their education. Students who choose to study more than one world language other than English will reach levels of competence commensurate with the sequence available; their experience

The goal is to allow students the opportunity to enter world language programs without the constraint of predetermined points while still providing the opportunity to gain competence in the language.

Utah students with multilingual competence will be enriched in their future work and travel as they engage in multiple languages throughout their education.

with language study in general often contributes to more rapid acquisition of a third language. For educational purposes, students who choose to study two or more world languages to a functional level of competence have achieved goals equally commendable to those who have studied one language but perhaps to a higher level of performance.

These goals can be achieved through the following recommendations:

1. Teacher education and preparation

- a. Encourage secondary teacher preparation programs in higher education to graduate secondary language education students who are certified to teach multiple world languages or teach a world language and another content area which
 - o allows for cost effectiveness
 - o allows for greater number of world languages available in K-12 curriculum
 - o allows additional entry points for students interested in world language study
- b. Encourage elementary teacher preparation programs in higher education to graduate students who are certified to teach in dual immersion programs

2. Curriculum planning and implementation

- a. Encourage the expansion of dual immersion programs to additional schools in multiple languages
- b. Expansion of world language offerings in middle schools/junior high schools
- c. Better articulation of language offerings between middle schools/junior high schools and the high schools
- d. Encourage the use of technology in the development of world language courses for Utah's rural or small schools where teaching resources are limited
 - o Support UEN world language programs through curriculum recommendations
 - o Identify and inform higher education world language programs of technology-based needs for K-12 distance world language study curriculum
 - o Coordinate technology-based state resources for greater efficacy of distance world language study (UEN, electronic high school, independent study, etc.)
- e. Encourage identification and private funding of appropriate technology-based world language courses that support and accelerate world language study for students interested in language-layered learning beyond early learner programs
- f. Develop increased opportunities for intensive summer programs within Utah to allow students to either jump-start or accelerate world language study

Recommendation 4: Cultural Competence

Utah students should be both multilingual and multi-culturally competent as they enter, participate and lead in a global marketplace.

The goal of creating an advanced multilingual student population requires more than linguistic facility; just as important is the ability to use a world language with cultural competence. Utah teachers and students should be provided experiential opportunities to enhance their world language acquisition through cultural exchanges both domestic and overseas.

Cultural competence is referred to as an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures. Ideally, cultural competence is best achieved through personal cultural exchange opportunities.

Cultural exchange is a critical component of building cultural competence and is defined as study abroad, intern/volunteer opportunities abroad, engaging with people of different cultures through person-to-person encounters or through social networking sites, attending internationally related events, etc. In addition to cultural experiences abroad, Utah's diverse cultural population provides opportunities for domestic cultural exchange for K-16 world language programs.

The ideal cultural exchange experience is in an immersion setting within the culture which often requires extensive travel and expense. Although many Utah students and teachers are able to procure funding for cultural exchanges abroad, it is assumed the majority will experience cultural exchange opportunities through technology-based methods or by tapping into the rich cultural resources within Utah. Identifying opportunities for both domestic and overseas cultural exchanges is crucial to enhancing world language study in Utah.

Cultural competence is an ability to interact effectively with people of different cultures and results in an ability to understand, communicate with, and effectively interact with people across cultures.

These goals can be achieved through the following recommendations:

1. Community Outreach

- a. Raising public awareness of local cultural capital
- b. Identify cultural centers throughout Utah for local cultural exchange opportunities
- c. Encourage native world language speaking residents to participate in English Second-Language Acquisition programs to enable them more opportunities to participate in world language programs and cultural exchanges
- d. Investigate technology-based opportunities for cultural exchange, i.e. sister schools, pen pals, iLearn, etc.

2. Education-based Cultural Support

- a. Start student cultural exchange opportunities and development of cultural competence early (e.g. elementary school)
- b. Create a culturally sensitive curriculum
- c. Create opportunities for teachers to engage in intercultural exchanges abroad to attain an acquired cultural understanding that comes from living in the target culture and speaking the target language
- d. Encourage the Utah State Office of Education to coordinate and provide cultural resources to K-16 communities
 - o Create a collective database and/or clearinghouse of diverse cultural communities, organizations, and events
 - o Create a collective database and/or clearinghouse of study abroad and internship/volunteer organizations and funders
 - o Create opportunities for teachers to engage with peers from other cultures to enhance their understanding of the global world beyond our borders in order to provide quality cultural experiences for themselves and their students

CONCLUSION:

Recent global economic events have presented Utah's international business leaders with unique challenges associated with the flattening world around us. The challenges they face also bring unprecedented opportunities to rise to the top of a changing international marketplace and take their place as leaders in a global exchange.

An aggressive and innovative language education plan to prepare Utah's current and future global professionals to communicate effectively with the rest of the world ensures our position as an economic leader. Our success depends on the keen ability of Utah's education, government and business leaders to realize the vision of Utah's Language Roadmap and make the decisions necessary to implement its plans to 1) open and maintain an effective dialogue, 2) implement an innovative articulation of world language curriculum and support teacher training and professional development, 3) provide multiple opportunities for world language education to Utah students, and 4) enhance cultural competence for Utah's students and teachers through cultural exchanges at home and abroad.

Early visionary foresight and action placed Utah as the integral focal center for the rise of the industrial United States in Promontory, Utah. The foresight and action of Utah's current leadership in government, education, and business to understand and value the vision of an aggressive world language education plan will place Utah as an economic focal center at the crossroads of global interchange. The actions taken now to capitalize on Utah's rich multilingual and multicultural heritage will result in a rising generation of global professionals that will ensure Utah's role as a leader in the emerging and flattening worldwide exchange.

GOVERNOR'S LANGUAGE SUMMIT - UTAH 2008

Preparing the Rising Generation of Global Professionals in Utah

SALT LAKE CITY, UTAH

SEPTEMBER 16, 2008

KEYNOTE SPEAKERS

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Howard A. Stephenson, Utah State Senator

David S.C. Chu, Under Secretary of Defense
Larry Shumway, Utah State Superintendent's Office

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*Capitalizing on Strengths,
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SALT LAKE CITY, UTAH

MARCH 2, 2009

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On May 5, 2009, fifteen representatives from businesses in Utah convened to share their insights about the need for professional-level language and cultural skills in their companies for global or domestic markets and management. The "Salt Lake City Language Summit," was sponsored by the World Trade Center Utah and The Language Flagship, an initiative of the National Security Education Program at the U.S. Department of Defense. The session was designed to inform the Utah Language Roadmap, a report on policies and actions to support language education for the benefit of Utah's businesses, education, government agencies and citizens. Participants brought a broad range of experience in terms of their corporate responsibilities including human resource management, global marketing/sales/communications; global research collaboration; global product development and operations; export assistance; financial management; global and domestic transportation matters; insurance underwriting; hospital and medical care; genetic testing; and translation services.

Participants represented the following companies and organizations:

- Cottonwood & Alta View Hospitals
- Dyno Nobel, Inc.
- Goldman, Sachs and Company
- Hypercomp, Inc.
- INCOS International Consulting Systems
- JBT Translations & Localization
- Lifetime Products
- MGIS Underwriting Managers, Inc.
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