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Chair Doherty and members of the House Education Committee,

Please kill bill HB 2766. Language-based computer coding courses are not "world language" courses. Language-based computer coding is not a "world language." Find other ways to encourage students to take computer coding courses.

I am not a fan of requirements for world languages at any level of education. Oregon should be creating opportunities and incentives for it students to learn world languages not creating or relying on course requirements. The most important opportunities Oregon should be creating for learning world languages are more dual language immersion programs and high school study abroad programs.

In 2009, the University of Oregon's Center for Applied Second Language Studies published its "Language Roadmap for the 21st Century: Oregon." This is its strategic vision:

STRATEGIC VISION

The Oregon Roadmap strives to create the conditions that will allow every Oregon graduate to be professionally proficient in English and functionally proficient in another language by 2025.¹ As this goal is achieved, Oregon will become a place where every guest feels welcome and every citizen can contribute to the social, economic, and cultural life of the state. Oregonians' superior command of languages and cultures will provide a sustainable competitive edge. The Oregon brand will be inclusive, internationally aware, and forward looking.

Public and private employers who need workers able to take advantage of 21st century opportunities are the primary drivers for this effort. Many, if not most, of those opportunities will involve overseas partners or competitors. Research shows that small- to medium-sized enterprises in the European Union lose \$140 billion annually due to a lack of linguistically competent workers. Since Europe's language education system produces far more proficient speakers than the U.S., one can only imagine the huge unseen losses incurred by American companies. Positive examples of Oregon companies improving their revenues by hiring bilingual employees is an effective way to prove to the rest of the nation that language education is an economic imperative.

The "Oregon Language Roadmap" argued against traditional world language graduation requirements and for "financial and educational rewards to those attaining functional proficiency."

This particular amalgam of geographic, demographic, economic, and political factors argues against traditional top - down mandates and the attendant compliance and

monitoring structure. Rather, the Oregon Roadmap relies on incentives awarded to those demonstrating proficiency.

Currently, little or no value is placed on students obtaining functional proficiency in a second language. Highly proficient heritage speakers, for example, are often required to take two years of language classes to fulfill graduation requirements rather than being given the opportunity to develop their heritage language through special courses in grammar, reading, writing, and critical thinking ability. By giving financial and educational rewards to those attaining functional proficiency, Oregon will assign real value to proficiency, allowing market forces to encourage the development of internationally literate students from a range of backgrounds and interests.

An incentive- based system requires fewer resources from a small state with a limited tax base. Oregon currently spends an estimated \$80 million on foreign language instruction. Yet only an estimated 5% of non - heritage high school graduates and 20% of college graduates – about 6000 per year – reach functional proficiency. A strategically sound and carefully implemented set of incentives could redirect some of those resources from current uses, which produce dimly few functionally proficient students, into programs and strategies that result in language skills that are actually useful for professional and personal purposes..

The Oregon Language Roadmap chart:

Traditional thinking	Roadmap thinking
Let's require every child to take more language classes.	Let's give every child an incentive to become functionally proficient in a language.
Heritage speakers are a liability because we have to teach them English.	Heritage speakers are an asset because they have mastered another language and culture.
A year or two of language study is good for you.	Becoming functionally proficient in another language will tangibly benefit you and your community.
We hear that companies want to do business in China. Let's produce Chinese speakers. Most immigrants speak Spanish. Let's teach Spanish.	Businesses actually told us they want critical thinkers and effective communicators. Let's teach children a language – any language – meaningful to them that engages their imaginations.
Doubling the number of language speakers requires double the budget.	Creating a market for proficient speakers will attract the resources needed to succeed.
Everybody speaks English, so we don't have to learn another language.	Over 90% of potential customers in countries like China, Japan, and Russia do not speak English. We had better learn to communicate with them.
If you teach more language, you have to cut art, music or PE.	Teach art, music, PE and other subjects in a foreign language and let kids absorb the language while mastering those disciplines.
Languages are for the elite: diplomats, international businessmen, and translators	Multilingual nurses, police officers, military personnel, store clerks, and tour guides are essential to Oregon's success in a connected world

Thank you - Dave Porter