



**Asia-Pacific
Economic Cooperation**

2012/SOM1/HRDWG/SYM/010

Agenda Item: 8.4

**Meeting Future Global Challenges Through
Educational Responses: Foreign Language
Education**

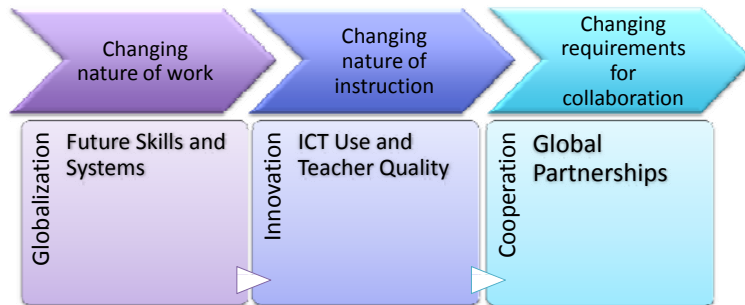
Submitted by: United States



**Third APEC Education Pre-Ministerial
Research Symposium
Moscow, Russia
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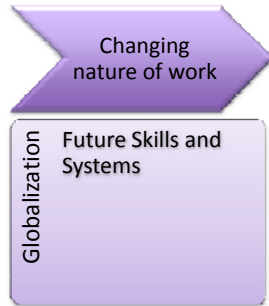
Meeting Future Global Challenges Through Educational Responses: Foreign Language Education

Future Challenges and Educational Responses: Globalization, Innovation and Cooperation



What is the role of foreign language education?

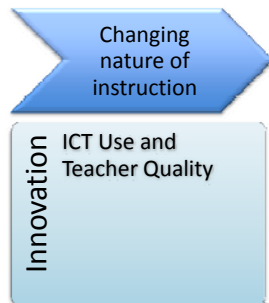
Education Theme: Globalization



- The nature of work keeps changing.
 - Businesses work in more than one economy to take advantage of resources and other market conditions.
 - Businesses must be flexible to respond to economic conditions.



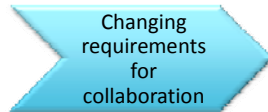
Education Theme: Innovation



- Challenges
 - Workers must communicate well.
- Educational Responses
 - Help learners become comfortable in other languages and other cultures.
 - Help deliver authentic language instruction.



Education Theme: Cooperation



- Speaking a foreign language is a “future skill” demanded by a globalizing economy.
- Foreign language:
 - Develops communication skills
 - Promotes cross-cultural collaboration and communication.



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Research Supports the Following Actions:

1. Appreciation for the benefits and advantages of foreign language and culture instruction
2. Articulation of language programs from K-16
3. Implementation of programs models infused with instructional technology innovation
4. Exploration and replication of successful instructional methods from other economies
5. Design and implementation of experimental and other rigorous research studies to determine the effectiveness of specific program interventions and maximize their impact on foreign language teaching.



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1. Support Appreciation for the Benefits and Advantages of Foreign Language and Culture Instruction

"Through education and exchange, we can become better collaborators and competitors in the global economy" –Arne Duncan, US Secretary of Ed.

"[Our bilingual policy] has ensured that we are able to engage fellow Singaporeans of different races, access the global economy, and at the same time remain connected to our cultural roots" – S Iswaran, Senior Minister for Trade and Industry and Education

Foreign language instruction:

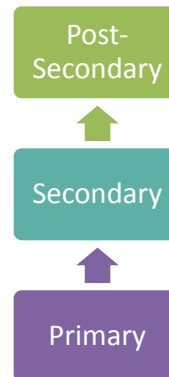
- Has cognitive and academic benefits
- Can build cultural understanding
- Can narrow achievement gaps.



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2. Support the Articulation of Language Programs From K-16

- Fluency is the goal of foreign language instruction.
- Programs must be coordinated and consistent throughout all grade levels, K-16.



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3. Support Implementation of Program Models Infused with Instructional Technology Innovation



- Technology can:
 - Provide access to authentic materials and exposure to target language
 - Motivate students
 - Allow communication & collaboration (student to student, teacher to teacher)
 - Provide access to FL learning to a greater number of students.



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4. Support the Exploration and Replication of Successful Instructional Methods From Other Economies

- Hong Kong, China, Malaysia, Singapore, and Thailand begin second language instruction in Grade 1.
- Sixty percent of EU secondary students study two foreign languages.



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5. Support the Design and Implementation of Further Research in Foreign Language Education

- There is still a lack of research on program and intervention effectiveness.
- It is challenging to make comparisons across schools or economies without rigorous, longitudinal, experimental studies.



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Conclusions

- Students must be equipped with “future skills” to meet the demands of a globalizing economic market.
- Knowledge of a foreign language is a “future skill” and makes students more competitive for college and career.
- Research can and should inform practice.



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Thank you



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