MESSENGER FROM THE PRESIDENT

Dear NCOLCTL Members and Colleagues,

Welcome to the 2013 NCOLCTL conference that is being held in Chicago, Illinois. You have all heard of the move of the NCOLCTL Secretariat from Madison, Wisconsin to Bloomington, Indiana. Please read the details of the move from the report by Professor Antonia Schleicher, NCOLCTL Executive Director. It has been a wonderful year being President of NCOLCTL and I am looking forward to another productive year. My motto is ‘Let us ACCT’ to encourage all of us to act on Assessment, Curriculum development, Collaboration, and use of Technology.

Assessment is a very important aspect of language teaching and learning. Following the Backward Design model, we need to start with the goals that we would like our learners to achieve – the proficiency goals. We also need to set in place pedagogically sound resources and assessment tools that will help us reach these goals. We need to integrate the National Foreign Language Standards in our curricula. In order to do all these activities effectively, we need to be aware of proficiency guidelines set by the American Council on the Teaching of Foreign Languages (ACTFL) and also those of the Interagency Language Round table (ILR). Therefore, it is important to familiarize ourselves with these guidelines by attending language proficiency workshops and, if possible, by pursuing language proficiency certification in the languages you are teaching. Knowledge of proficiency guidelines will enable us,
language instructors, to empower our students to track their performance through assessment portfolios.

Curriculum development is another component of ‘Let’s ACCT’. At the 2012 NCLCTL board meeting, we talked about development of curriculum templates at different levels that will enable teachers of diverse languages to use for their respective language courses. This is work in progress and we hope we will have the templates ready soon. These templates will follow the 5Cs of the National Foreign Language Standards (Communication, Cultures, Connections, Comparisons, and Communities), and ACTFL proficiency guidelines. These curriculum templates will act as a guide, and following example from STARTALK and FLAGSHIP programs, the templates can be modified to suit the specifics of the target languages and cultures. Having a curriculum template that sets the desired goals for each level of language instruction is a step forward in providing a common core and universality in our language teaching and learning.

Collaboration will enable us to achieve our Assessment and Curriculum Development goals. Without collaboration, achieving success will take a long time. Instructors from different institutions teaching same languages need to collaborate in developing National Foreign Language Standards for the languages that do not have them yet. We need to collaborate in developing pedagogically sound materials for our respective languages. We need to learn from each other our best practices and share strategies that work very well in our language classes.

Technology is our connecting tool. Let us use whatever technology that is accessible to us to help us in language teaching and learning. Check out the Course Management Site (CMS) on your campus. CMS helps with student/student and teacher/student collaboration. Check out the Dropbox software for teacher/teacher collaboration on or across campuses, in or out of the country. Let your students use technology to reinforce their language and culture skills. Check out Skype for your students to interact with native speakers in the target language countries. Check out other social media – Facebook, Twitter, Google chat among others.

So, Let’s ACCT!
MESSAGE FROM THE EXECUTIVE DIRECTOR’S DESK

Hello and welcome to NCOLCTL’s 16th annual conference, our theme this year is “Expanding Opportunities of Less Commonly Taught Languages: learning at all levels of instruction”. Last year, we saw attendees from Egypt, Greece, Kazakhstan, Kenya, Nigeria, South Africa, Turkey, Tanzania, the U.A.E. and different parts of the US. Let’s hope the number of countries represented grows each year! This year’s conference and presentations promise to enhance the skills of all attendees as well as further the field of second language education. It’s great to see so many familiar faces as well as all the new ones, we’re glad to see everyone here. I hope you are all enjoying Chicago.

A lot has happened in the last year – we have been very busy. We have undergone a huge move this past year – all the way from Madison, Wisconsin, to Bloomington, Indiana – so a big call out of thanks goes to Indiana University – the new home of NCOLCTL, ALTA and NALRC. In addition, we would like to acknowledge the support of Dr. Maria Bucur, Professor and Associate Dean, as well as Executive Dean Dr. Jean Robinson – both in the College of Arts and Sciences at IU – for their support in moving our organization to Bloomington. There have been ups and downs with our move and in general, but we are still going strong with the support of so many wonderful people and organizations. As always, we value the amazing input we continuously receive from all over the world. Please keep it coming. Several noteworthy events have occurred since last year’s conference. The NALRC Summer Institute took place from May 21 – June 1 in Madison. This institute focused on applying field-tested and proven second language acquisition techniques to the field of African language pedagogy. Thanks go out to Steve Timm and Joe Nosek, the institute instructors. Congratulations go out to Oluwabenmi Opeyemi Oyebode, Emmanuel Amo Ofori, Taiwo Aderemi Olunlade, Onibon Nosiru O., Brenda Wawire, John Muchera, Makda Weatherspoon, Mustapha Hashim Kurfì, Philothe Kabasele Mwamba, Hicham Assaoui, Chifundo Colleta Zimba Muyombe, Moradeke Aderibigbe Abimbola, and Oladiipupo Oyeleye in successfully completing the summer institute. We hope that what you learned will continue to be of value throughout your careers.

The 2012 Technology Workshop also took place last summer – May 29th through June 1st at the University of Wisconsin. Dr. du Plessis demonstrated the use of several online tools with the goal of creating multi-modal presentations in the instructor’s native language. Congratulations to the institute’s fellows: Mor Gueye, Boshra El-Ghazoly, Gabriel Ayoulo, Olusegun Soetan, Emuobonuvie Ajiboye, Barbara Naa Amanuah Tetteh, and Samuel Darkwa.

Startalk also held its Swahili Professional Development Program over the summer (July 9th-27th). Week One consisted of an online teacher training course – from the participants home base and weeks 2-3 were held at the University of Wisconsin – Madison. Thanks go out to the master teachers Dr. Alwiya S. Omar and Dr. John Kiari Wa Njogu who taught during the program with me. At this program, an emphasis was placed on numerous L2 acquisition theories and
standards as well as what makes a successful language classroom. Congrats go out to the following for completing the program; Anne Waliaula, Jonathan Choti, John Muchira, Brenda Wawire, Elias Magembe, Farida Doherty, Edwin Okong’O, Carolyne Aru and Jane Clayton.

Some additional events that took place last year include the Heritage Community Liaison Council Meeting, the Inaugural African and Southeast Asian Languages LEARN Workshop, the ASA Conference, as well as the ACTFL Conference. I represented both NCOLCTL and ALTA at these meetings. Thanks to everyone who made all these events a success.

We would like to thank the Qatar Foundation and the National Language Service Corps for their continued sponsorship. In addition, we would also like to thank the National African Language Resource Center (NALRC) for its continued support of NCOLCTL. Of course, we want to thank our home of 14 years – the University of Wisconsin-Madison. Although we were sad to leave Madison, we are excited about our move to Bloomington and look forward to a long and prosperous partnership. Finally, we would like to thank all our exhibitors and advertisers, without the support of all these groups and individuals, this conference would not have been possible.

Once again, the NCOLCTL conference planning committee has gone above and beyond what was expected of them. I’d like to extend my gratitude to each and every member for not only planning and coordinating everything, but also for doing a great job in selecting this year’s presentations. Issues such as cultural understanding in language education, the use of authentic situations in language learning, technology, social media, multi-modality in the classroom, using film to teach LCTL’s and online learning are only a few examples of what is going to be discussed at the conference this year. I hope everyone has the chance to attend a wide range of presentations. Please be sure to attend presentations offered by our organizational affiliates as they promise to be just as interesting. In addition, the 16th annual sitting of the NCOLCTL Delegate Assembly will also take place on Friday, April 26th from 6-10pm.

Thanks also goes to Dr. Catherine Ingold, Immediate Past President, for her continued involvement as well as helping in the smooth transition ushering in our new President, Dr. Alwiya S. Omar – an outstanding member in her own right of our organization. Dr. Omar and Dr. Jacques du Plessis (Vice President of NCOLCTL) have proven to be a great leadership team and we look forward to continued growth under their tutelage. Thanks to both of you for all of your hard work. We would also like to thank our members-at-large; Dr. Wafa Hassan, Dr. Yea-Fen Chen and Dr. Audrey Mbeje as well as our secretary/treasurer, Dr. Susan Schmidt. Thanks to all of you for your work and devotion.

Last, but not least, thanks to all of you attending this year’s conference, it’s sure to be great. All of us at NCOLCTL hope that the presentations you attend and the vendors you visit will help in enhancing your professional development and furthering your goals. The NCOLCTL Secretariat is always available to help in any way possible, so please don’t hesitate to contact us.

Enjoy the conference!
INTERVIEW WITH HONG GANG JIN, 2012 A. RONALD WALTON AWARD WINNER

1. You have published numerous articles and books and developed many language materials for Chinese. What are some of the highlights you have experienced and some of the challenges you have faced?

Throughout my 24 years of professor career, I have been very fortunate to participate in many exciting and innovative projects in the academic field of second language acquisition (SLA) and Chinese as a foreign language (CFL). These include conducting empirical research in SLA, designing innovative language programs and curricula, creating new textbooks and software, and developing testing items for advanced placement examinations. The list goes on and on. The challenges have always being juggling with time and balancing life.

My most memorable highlights would be from three areas. The first highlight has to do with the fact I am able to combine my long time personal interest in language acquisition with my career needs. I was born in a family where foreign languages are valued by all family members. My uncle, who was born in the early 20th century, was one of few English speakers in the country at that time. My mother speaks English, Japanese, German, and Romanian and my first cousin speaks 8 different languages and is a well-known linguist in China. Because of the family influence, I have always been fascinated by human languages. During my high school years in China, I read a book on human cognition, the magical power of the human mind to think, to reason, and to use language to communicate astounded me. Ever since then, my thirst for anything on language development has been unquenchable. My publications throughout my career have centered on human cognitive ability, attention, and language development. From my first book on language development, my journal articles, to my most recent book project, all are related to exploration how human mind processes, develops, and use languages, be it first or second language.

The second highlight is the fact that I am able to combine my own teaching process with my research interest to explore language learning process. My 18 journal articles all grew out of my own classroom teaching process, whether they are studies on the development of syntactic complexity, acquisition of the Chinese “ba” construction, of Chinese characters, or the noticing effects during negotiation of meaning and the effects of formulaic speech in production. All of them are inspired by my students and colleagues through my day to day teaching, teacher supervision and observation, and reflection on students’ learning process and outcomes. I am forever indebted to my students and colleagues of the past 20 years who enabled me and inspired me of many research projects and textbook endeavors. These publications are truly my dedication to students and colleagues in the field.

The third highlight is tremendous opportunities to collaborate with a wide range of authors from different fields, including psychology, literature, linguistics, technology, and pedagogy. The collaboration enabled me to engage in empirical research in SLA and CFL, software development for Chinese, textbook projects on Chinese culture, literature, and language, and curricular development with many less commonly taught language experts. Without their support and willingness to work with me, I could not have done any of my work.
consider myself lucky to be able to work with such a diverse group of experts and to learn from them.

2. You have shown great leadership to further the teaching of Chinese and other LCTLs. What does it take, in your opinion, to be a successful leader in the environment of foreign language teaching and especially LCTLs?

Being a first generation immigrant to the US, I brought with me a set of family values to work in this country. These values were passed down to me from my great grandfather who was a successful businessman. He taught my grandfather and my father to be willing to do three things in one’s life. That is: to give; to learn; and to share. Throughout my professional life, I have used these family values to inspire my teaching, professional activities, and field service. I believe these qualities are also important to a successful leader in the foreign language education field, especially LCTLs and would like to share them with any potential LCTL leaders.

Being willing to give is an important leadership quality. As we know, NCOLCTLS is still a relatively young and developing field. It will take many people’s willingness to contribute their time and energy to build a solid and everlasting field. Being a leader, the very first thing one has to be willing and ready to give in whatever ways, small or big, to the field.

Being willing to learn is closely connected to being able to make sensible and informed decisions as a leader. In addition to being young, our LCTL field is also constantly evolving and ever-changing. A leader in LCLTs must be willing to engage in learning with an open and critical mind as new research on learning and teaching developing rapidly, empirically based new instructional approaches and materials available frequently, and innovative technological and assessment tools coming out daily. Only through learning, can a leader make informed decisions about what to focus in terms of deciding field’s future direction, curricular reform, and organizational structure. Being willing to learn also helps field leaders in choosing among many thing the most forward thinking themes and issues to work on, and organize valuable events and activities for members, which help take the field to a new professional level.

Being willing to share is another quality that any successful leadership should possess. In our LCTL field, it is easy to be confined to one’s own language and only focus on the development within one’s own language field. A good leader must be willing to share what he/she is doing in research and teaching with other languages. He or she should also cultivate a culture within the LCLT field to share among diverse colleagues and be willing to give and learn from others.

3. Having developed and published a great deal in our field and having taught many language courses at different levels, what advice would you give to the field of language instruction in order to ensure the quality of language education, especially in these changing times with technology?

Having designed more than 8 language programs and curriculum, taught all levels of a foreign language throughout my career of 24 years, I believe I can come up with many pieces of advice. However, I would like to focus on the teacher effectiveness, which I believe to be the foremost important issue in a language field.
Teacher effectiveness has been researched extensively in the field of education (Johnson et al., 1975; Slavin, 1978; Vygotski, 1986; Marlow et al., 2006); major findings from research can be distilled into three simple conclusions:

- When students are actively involved in the learning task, they learn more than when they are passive recipients of instruction.
- If teachers set high but attainable goals, academic performance usually rises to meet expectations.
- Students generally learn what they practice; therefore, time engaged in learning should be related to desired instructional outcomes.

What the research tells us is that effective teaching is about promoting active participation and discovering learning that can benefit students for life. But this learning process must be facilitated and monitored through a set of carefully designed high but attainable instructional goals and strategies. True active learning requires time on task and individualized practice. After 24 years of teaching experimentation, I believe these teaching goals can be achieved through consciously playing different roles in class and fostering a set of relationships with our students. I believe that a language instructor can play three sets of roles in our students’ learning process. First, an effective instructor should form partnerships with students. Only when this relationship is formed, will members of the entire class actively participate in learning. Second, an effective teacher is a facilitator and motivator. The success of this process depends on two key constructs: a. helping learners identify their attainable learning goals and connect these goals to the desirable outcomes; and b. facilitating students’ learning process through a thoughtful teaching process. Third, effective teaching, especially foreign language teaching, is also a coaching process. A coach not only devotes a great deal of individualized attention to students’ learning but also consciously builds a support system that helps sustain the learning community. For detailed description of these three roles, you can read my article “Effective Teaching Is a Relationship-building Process.” In Williams, E (Ed.) Pathways to Excellence in Teaching. Richard W. Cooper Press. Clinton, NY. pp. 41-48, 2012.

4. What advice can you offer those at the beginning of a career in the LCTL field?

The LCLT field is a promising field with many great opportunities. I came to know NCOLCTL many years back through presenting at the conference and attending delegate assembly meetings as a CLTA representative. I was deeply impressed by NCOLCTL’s close interaction among members and shared sense of mission for teaching less commonly taught languages (LCTLs). I was especially attracted by NCOLCTL’s strong commitment of working toward “shared solutions to common problems” and of bringing together organizations and teachers of LCTLs across the country. My advice to those who are new in the LCTL field are in two areas:

Get involved in the organization by becoming a member of NCOLCTL and by giving your time to NCOLCTL in whatever way you can.

Participate in the NCOLCTL annual conference: At this annual conference, more than 400 to 500 members of NCOLCTL will gather together to discuss issues relating to less commonly taught languages. Unlike many other conferences, NCOLCLTL conferences provide three-in-one opportunities for professional de-
development, networking, and cultural celebration.

During the meetings, NCOLCLT plenary sessions and panel session are very informative about the LCTL field’s development, government’s policies, new research reports, cutting edge technology, and new directions and approaches of LCTL instruction. Between meetings, NCOLCTL strives to provide many opportunities for its members to network among different language groups and help members connect with professionals who have shared concerns in different language fields. In the evenings, members of NCOLCTL celebrate their cultural diversity by dressing in their own costumes and traditional clothes to celebrate languages and cultures. Only at this conference, you will find yourself eating with a big family whose members are speaking many different languages but everyone appreciates and respects your language. By being at the conference, you will be truly inspired by the NCOLCLTL’s strong commitment to “shared solutions to common problems”

5. Any suggestions and thoughts on the direction NCOLCTL should consider or expand upon?

I have three suggestions to offer as I did before for NCOLCLLT. They are as follows:

1. Developing expert and specialized knowledge in the field: As our field is growing and expanding rapidly, LCTL field has placed challenging demands on its field’s participants to possess highly systematic and specialized knowledge, such as national foreign language standards, LCTL-related acquisition theories and best practices, and to become leading experts in the field. Over the years, NCOLCTL has done its best to deliver such needed expert and specialized knowledge. Our annual conferences, professional journals, and pre-conference workshops are great example of the organizational efforts to help its members to become experts in LCTL with specialized knowledge. In the future, I hope to see that the NCOLCTL board will help further advance the LCLT field by doing three things: a. tap into its member organizations to establish a core LCTL expert network by research areas and languages; b. form specialize groups and launch research projects on LCTL related empirical studies; c. cumulate LCTL related research data bank and online references. In addition, NCOLCTL can also make use of web technology such as webinar and wiki to offer seminars and to disseminate LCTL related research results in the field.

2. Promoting excellent practical skills in relation to LCTL profession: Having excellent skills relating to the LCTL profession means knowing the best practices in the modern languages and LCTL teaching field. Such knowledge will enable the teacher to be able to identify learning evidence and delivering desirable outcomes. These practices require systematic mastery of pedagogical and instructional strategies, such as knowledge of national foreign language standards, teaching in the target language, providing rich, elaborated, and comprehensible input, engaging in student-centered meaningful interaction, incorporating technology in teaching, and using effective and frequent assessments. In the past 6 years, NCOLCTL has made tremendous contribution in advancing LCLT professionals skills by offering a variety of pre-conference workshops. The topics of these workshops ranged from the national foreign language standards in the 21st century, backward design, task-based instruction, instructions in advanced proficiency levels, and assessment design and implemen-
tation. In order to help LCTL instructors to truly move up to a new professional level in LCLT skills, NCOLCTL needs more member involvement in developing and promoting professional teaching standards and best practices for all LCTL languages. NCOLCTL should make good use of its rich resources of member organizations and experts to form task force committees to work on standards-based curricular templates and lesson plans and offer pedagogical training workshops at regional and national levels besides the ones at the annual conference.

3. Encouraging high quality research work in the field: NCOLCTL has come a long way in this area. Our achievements can be seen in several areas. In the journal publication, for the first time in its history, NCOLCTL begin to publish two issues in a year. In the area of conference organization, every year we see a surge in NCOLCTL conference proposals. In the areas of teacher development, NCOLCTL launched its own online courses on teaching methodology at graduate level. For 5 consecutive years, the headquarters has also received the STARTALK funding to offer summer teacher development workshop for in-service and pre-service Swahili teachers. All of these efforts are strong indicators of upward movement in professionalism in our field. As I said before, only when a field generates its own research and service will the field survive and advance. I sincerely hope more and more members of NCOLCTL will join in LCTL-related research such as LCTL acquisition, professional standards, LCTL-related pedagogical materials, and assessment.

ACTFL SIG AWARD: SCOTT MCGINNIS

The ACTFL SIG for Less Commonly Taught Languages honored Scott McGinnis for his ongoing support and visionary leadership in the field of Less Commonly Taught Languages. The LCTL SIG Board expressed their gratitude to Scott for his efforts to involve more people in the LCTL SIG and increase its impact at ACTFL. The testimonies shared at the meeting showed the depth of commitment to LCTLS that Scott has demonstrated over many years. You can view some brief video clips:

- Scott and Joy Peyton from CAL: http://player.vimeo.com/video/54245740
- Scott and member of the Modern Greek SIG: http://player.vimeo.com/video/54249284
- Scott with closing remarks: http://player.vimeo.com/video/54253494

CLTA 50TH ANNIVERSARY

Under the leadership of President Janet Xing, Executive Director Yea-Fen Chen, and the Board of Directors, this year’s CLTA Annual Conference offered 210 high quality presentations and 3 workshops, as well as many special events to celebrate our
association’s 50th anniversary. The activities included the publication of a special issue of JCLTA journal featuring “The Preparation and Development of Chinese Language Teachers: The Era of Standards” by Michael Everson and “Sustaining the Rapidly Expanding Chinese Language Field” by Shuhan Wang. All the members received a beautiful Chinese silk tie or scarf as a gift. In the Presidential Forum, 12 former CLTA presidents returned to talk about the past, present, and future of CLTA. The Presidential Forum was the highlight of the celebration. It was very heartwarming to have the former presidents share their personal experiences and offer their good wishes to CLTA. The celebration reception was held in the Joy Tsin Lau restaurant on November 17, 2012. It was a full house of more than 300 people gathered to enjoy sparkling conversation and delicious Chinese food. We were extremely honored to have Dr. Antonia Schleicher join us for the reception. Please find a picture below taken at the 50th Anniversary Celebration Reception.

We are grateful for Professor John Jinghua Yin’s efforts to provide a digitized version of all the JCLTA back issues for the past 40 years. This will be a valuable resource for CLTA and NCOLCTL teachers and researchers in reviewing the literature in Chinese linguistics, language acquisition, and pedagogy.

Dr. Der-lin Chao of Hunter College, City University of New York will become the 2013 president of CLTA. It is our hope to continue our close relationship with NICLTCO for many years to come. Please feel free to contact Der-lin Chao (DChao@hunter.cuny.edu) or Yea-Fen Chen (yfchen@uwm.edu) if you have any ideas and suggestions.

AMERICAN ASSOCIATION OF TEACHERS OF MODERN GREEK - AATMG

News from the Modern Greek Language Education Field

The Modern Greek Language Teachers Association (MGLTA) is now serving its membership under a new name; American Association of Teachers of Modern Greek (AATMG).

AATMG continues to support member efforts to advance language teaching and learning and to promote collaborations in the field.

AATMG members met in Philadelphia in November of 2012, at the ACTFL Convention, to discuss issues pertinent to the field and to decide on future directions for the Organization. Members of the Task Force on the Greek Standards had the opportunity to review and discuss continuing work on the National Standards for Modern Greek.

For the first time, the Modern Greek Language Education field was represented at the ACTFL Convention 2012’s ACTFL Special Interest Group (SIG) in Modern Greek in Philadelphia, with panel and paper presentations. Presenters came from institutions that offer Modern Greek language programs in the US, as well as Greece. They were well received by an international audience which included Modern Greek language educators, researchers and administrators. Participants had the opportunity to make connections with colleagues from institutions of various geographic areas, to exchange ideas and to establish collaborations that will move the field forward.
Presentations included the following topics: “Materials Selection and Adaptation to advance linguistic and cultural competencies” presented by Eva Prionas, Stanford University (Chair); and Vassiliki Rapti, Harvard University. “Information structure in Modern Greek: Teaching Word Order Flexibility” presented by Ourania Sinopoulou, Arcadia University, “A Standards-based Greek FLES Curriculum Targeting the 21st Century Skills”, presented by Elpida Bairaktari, Odyssey Charter School, and “Standards-based Performance Learning and the 21st Century Skills” presented by Ioanna Lekkakou, Ministry of Education-Greece.

AATMG congratulates Ourania Sinopoulou, AATMG member and presenter, who was awarded a scholarship from ACTFL this year, as a first-time attendee of the ACTFL Annual Convention & World Languages Expo. Ms. Sinopoulou’s presentation on the topic “Information structure in Modern Greek: Teaching Word Order Flexibility” was of special interest to participants as it addressed the transferring of linguistic knowledge to the Modern Greek language classroom.

For information regarding AATMG please contact Eva Prionas: eprionas@stanford.edu

Eva Prionas, Ph.D.
Stanford University

AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

A Big Year for Japanese Language Educators

The newly reorganized AATJ (American Association of Teachers of Japanese) legally came into existence on January 1, 2012 – the product of a consolidation of two previously existing organizations. The melding of two organizational cultures – one focusing more on classroom pedagogy, with a critical mass of K-12 educators as members, and the other focusing more on scholarship and research, with a critical mass of university-level faculty as members more on scholarships – was expected to be a challenge; but in fact the merger has been a success’ and the new whole has already become more than the sum of its parts.

A membership of between 1,000 and 1,200 was expected in the first year of the new organization, but in fact AATJ membership has already surpassed 1,500 and continues to grow. Two national conferences have been held, one centering on research (in conjunction with the Association for Asian Studies) and the other centering on classroom teaching (in conjunction with ACTFL’s Annual Convention).

The Japanese field was proud and honored when Yo Azama, a Japanese teacher at Salinas High School in California, was named ACTFL Teacher of the Year for 2012. Yo served all year as a national ambassador for foreign language education, attending conferences and official functions in addition to maintaining his class schedule at Salinas High; and he raised the profile for all Japanese teachers and students.

The first anniversary, in March, of the 3/11/11 earthquake and tsunami in northern Japan gave many Japanese language educators and their students a chance to show their support and solidarity for some of those who suffered most in the disaster: many schools organized volunteer missions, sent donations, and made connections with badly damaged schools in the afflicted region, which is still struggling
to rebuild. AATJ members have developed curricula to help their students better understand the background and challenges facing Japan; have organized exchanges; have translated poetry and other writings of survivors; and have offered their support and collaboration to communities on the northeast Japan coast.

Following on the success of its JOINT program of online courses for teachers, AATJ produced its first webinar in fall of 2012, with the theme of “Powerful Advocacy for Your Japanese Language Program.” Moloney Magnet School teacher Jessica Haxhi provided resources, suggestions, and examples of what teachers at all levels of instruction are doing to make their programs strong and indispensable.

AATJ’s predecessor organization, the Association of Teachers of Japanese (ATJ), was founded in 1963, with just a handful of college professors as members; as we celebrate our 50th anniversary in 2013, there are still many challenges, but we can rejoice in the growth of not only our own language field but all of the Less Commonly Taught Languages, which are leading the way for the entire foreign language field in terms of cutting-edge pedagogy, assessment, and collaborative materials development.

(Susan Schmidt, Executive Director, AATJ)

**LANGUAGE FLAGSHIP CENTERS AT INDIANA UNIVERSITY, BLOOMINGTON**

Indiana University is home to three Language Flagship Centers – Chinese, Swahili, and Turkish.

**Chinese Flagship Center (CFC) – Director, Dr. Vivian Ling:** IU CFC was established in 2008 with nearly 50 students from more than 22 disciplines enrolled in fall 2012. It is one of the nine Chinese Flagship Centers in the U.S. CFC’s innovative curriculum offers students the opportunity to attain professional level of Chinese proficiency through classroom learning, mentoring, extracurricular activities, domestic and overseas summer programs, a semester of direct enrollment at Nanjing University, and a semester-long internship in China. The flexible design of CFC program allows students to major in any IU’s fields of study while completing the requirement to achieve superior-level language skills from the Language Flagship. IU Flagship students have demonstrated their academic quality through receiving numerous “outside” awards. IU CFC is led by a director known nationally for her scholarly achievements. It has 18 faculty members in China-related areas within the Department of East Asian Languages & Cultures and several adjunct faculty members in the Schools of Business and Education. IUCFC runs the Language Flagship’s only domestic summer Chinese institute: Flagship Chinese Institute (FCI). Established in 2009, FCI offers up to 8 hours of undergraduate credit to Chinese learners at four language levels and has trained 140 students since then.

**Swahili Flagship Center (SFC) – Director, Dr. Alwiya S. Omar.** IU SFC was established in 2010 and follows a similar model as the IU CFC. Currently there are four students at the State University of Zanzibar (SUZA) for their study abroad component: taking advance language courses and content courses in Swahili with their peers, and doing internships linked to their majors (Linguistics, Biology, Fine Arts, and Psychology). For immersion, they stay with host families, meet
with conversation partners and tutors and participate in cultural field trips organized by the American Council resident director at SUZA. They also get the opportunity to meet governmental as well as non-governmental sectors. They were able to meet the Tanzanian ambassador to the US, Ambassador Mwanaidi Maajar (Front, 2nd from right), and the president of Tanzania, President Jakaya Kikwete (Front, 4th from left) at an NGO networking meeting in June 2012 at the State House in Dar-es-salaam.

Turkish Flagship Center (TFC) – Director, Dr. Kemal Silay: IU TFC was established in 2011 and currently enrolls seven students from a wide range of academic backgrounds. With over 75 million Turkish speakers worldwide, professional fluency in Turkish provides students with a multitude of career options with the federal government, in the nonprofit sector, and within an increasingly globalized business sector. TFC utilizes a theoretical approach that encourages students to achieve professional fluency. The Deep Approach to Turkish acquisition is a student-guided, and self-directed, manner of identifying the topics and specific approaches that allow a student’s goals and interests to direct the manner of instruction. Such depth of student involvement in the learning path also allows for a better understanding of the type of internships and cultural engagements that will lead to better and more lasting acquisition of the language and settle the student upon a path to immersive, near-native speaking, reading, writing and comprehension skills. The effect of the Deep Approach is to allow instructors to partner better with students in the endeavor.

COUNCIL OF TEACHERS OF SOUTHEAST ASIAN LANGUAGES

The COTSEAL meeting for 2013 will happen at the Association for Asian Studies (AAS) conference on Saturday, March 23, 2013 from 1:00PM to 2:30PM, Room Ford A, at the Manchester Grand Hyatt, San Diego.

Welcome to the new COTSEAL website: http://www.cotseal.net/. Feel free to access the new electronic The Language Learning Framework for Teachers of Filipino.

Notice: For the FIVE SEA Abroad Advanced Language Programs (AFAP, ASK, AST VASI, COTIM), only Indonesian (COTIM) got funded from USED, Fulbright-Hays. However, at UHM, Chhany Sak-Humphry is offering the Khmer language/culture Abroad Program in Cambodia http://khmer.hawaii.edu/SAP.html
STARTALK: SUMMER SWAHILI DEVELOPMENT PROGRAM JULY 9-27, 2012

The 2012 NCOLCTL Swahili STARTALK was held July 9th – 27th. Swahili instructors from various institutions around the U.S. participated in the three-week program. The first week of the program was an online Teacher Training Course, which covered many theoretical concepts. The participants were able to complete this portion of the training from their respective home bases. The remaining two weeks of the training were held at the Helen C. White building on the University of Wisconsin – Madison campus.

The two-week residential program was conducted by three Master Teachers; Dr. Alwiya S. Omar, Dr. John Kiarie Wa Njogu, and Dr. Antonia Schleicher.

In the first week of the residential program, there was a large emphasis placed on numerous Second Language Acquisition theories and standards. Additionally, the participants learned the importance of teaching language lessons in context, and how to create effective lesson plans for the various proficiency levels of Swahili classes.

During the second week of the residential program, volunteer non-Swahili speaking students, primarily from the University of Wisconsin – Madison, joined the program so that the participants were able to employ the theoretical skills they had obtained during the previous weeks. Each participant created multiple teaching demonstrations that they taught to the volunteer students. Once they finished their lessons, participants were able to receive beneficial feedback from the other participants, their instructors, and the volunteer students.

An awards ceremony and dinner was held to conclude the intensive three-week program. During the ceremony participants and volunteer students delivered reflections about the program. Moreover, each participant received a certificate of completion from NCOLCTL.

The following Individuals received certificates for completing Swahili STARTALK
Anne Waliaula – University of Wisconsin – Madison
Jonathan Choti – Michigan State University
John Muchira – University of Mississippi
Brenda Wawire – University of Mississippi
Elias Magembe – Foreign Service Institute
Farida Doherty – Boston Public Schools
Edwin Okong’O – University of California – Berkeley
Carolyne Aru – Bridgewater State University
Jane Clayton – Columbia University
UPCOMING EVENTS (CONFERENCES, WORKSHOPS, SUMMER PROGRAMS)

March
Mar 14 – 16: Central States Conference on the Teaching of Foreign Languages (Columbus, OH)
Mar 21 – 24: Association for Asian Studies (San Diego)

April
Apr 4 – 6: CIBER Business Language Conference (Bloomington IN)
Apr 7 – 9: National Chinese Language Conference (Boston)
Apr 25 – 28: NCOLCTL (Chicago)

May
May 21 – 25: Computer Assisted Language Instruction Consortium Annual Conference (Hawaii)
May 29 – Jun 1: NAACLT (Celtic Studies, University of Ottawa)
May 30 – Jun 1: 8th International Conference on Language Teacher Education (Washington DC)

June
Jun 17 – Aug 9: Southeast Asian Studies Summer Institute (UW-Madison)
Jun 24 – 26: International Conference on Hebrew Language, Literature and Culture (New York)
June 24 – 28: Immersion 101: An Introduction to Immersion Teaching for Chinese and Japanese

July
Jul 8 – 11: Using the Web for Communicative Language Learning and Professional Development
Jul 15 – 19: Using Technology in Second Language Teaching and Content-Based Language Instruction and Curriculum Development and Developing Materials for Less Commonly Taught Languages
Jul 22 – Jul 26: Immersion 101: An Introduction to Immersion Teaching and Culture as the Core in the Second Language Classroom and Focusing on Learner Language: Second Language Acquisition Basics for Teachers
Jul 29 – Aug 2: Meeting the Challenges of Immersion Education and Improving Language Learning: Styles- and Strategies-Based Instruction and Developing Assessments for the Second Language Classroom

September
Sep 19 – 20: Cultures and Languages Across the Curriculum (Richmond, Virginia)

October
Oct 31 – Nov 2: Wisconsin Association for Language Teachers (Appleton, WI)

November
Nov 22 – 24: ACTFL (Orlando, Florida) and the Chinese Language Teachers Association (Orlando, FL)
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- A free annual pre-conference workshop (normally the cost of a workshop can be up to $150.)  
- A free conference proceedings or journal and a bulletin  
- Reduced registration fees at the conference.  
- Representation at the national level as “at-large” member of the board, elected by the individual members.  
- Participation in the Council’s projects.  
- Membership in the Council ListServe.

Please complete and submit the following application form with your membership fee ($50 for “regular” individual membership, $30 for students/seniors). Checks can be written to “NCOLCTL.” Mail all materials to the following address.

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NCOLCTL 2012 PHOTO ALBUM: LEARNED CONFERENCE