Message from Alwiya S. Omar, NCOLCTL President

Dear NCOLCTL Members and Colleagues,

I hope 2014 has started well. It has been an honor and a very rewarding experience for me to serve as president of NCOLCT these last two years. I am looking forward to working on the board for the next two years as immediate past president. We have another great theme for our conference - ‘Collaboration and Internationalization: Enhancing and Sustaining Quality Outcomes for LCTLs’. I hope we will focus on the different aspects of this theme as we continue working in our field of language teaching and learning.

Collaboration among us is very important. It is one component of our motto ‘Let’s ACCT’. Let us continue with collaboration on research. At the 2013 conference, following on Dr. Audrey Heining-Boynton’s plenary, we developed the following research groups:

1. Foreign Language Teacher Prep Models: Documentation, Implementation and Outcomes
2. Profiles of High Performing K-16 Teachers
3. Language Use in the Community
4. Mentoring K-16 Foreign Language Teachers and Classroom Discourse
5. High Leverage Teaching Practices

We have created Google groups for these five research areas. And I hope members of these different research groups will continue communicating with each other, brainstorming, and sharing their research findings at venues like the NCOCLT conference and other language conferences. Let’s collaborate with each other here in the US and with language teachers abroad in research and professional development. Let’s continue internationalizing the field with the use of technology that makes the world more connected. Language students, after their study abroad experience can continue connecting with the acquaintances they have made, the culture they have experienced and become life-long learners.
For enhancing and sustaining quality outcomes, I would like to inform you of this great initiative – Partners for Languages in the US (PLUS): “PLUS is a new organization formed by the Language Partnership Group (LPG) and an alliance of university language programs. The mission of PLUS is to represent and serve U.S.-based world language programs and their institutions and to assure the highest standards in teaching and learning to advance the use of languages at the professional level.” Language programs that become PLUS members will get accreditation from PLUS through reviews that will determine that the quality of programs. For more information on PLUS, please contact Dr. Robert Slater at robert.slater@thelpg.org. We hope you will consider becoming a member and encourage your host institution to become a member as well.

Best wishes and have a very productive 2014.
Alwiya S. Omar, NCOLCTL President
MESSAGE FROM THE EXECUTIVE DIRECTOR’S DESK

It is with great pleasure and enthusiasm that I welcome you to the 17th NCOLCTL annual conference. This year’s theme "Collaboration and Internationalization: Enhancing and Sustaining Quality Outcomes for LCTLs" resonates well with our agenda of improving the instruction of Less Commonly Taught Languages (LCTLs). It is good to see diverse people from different places coming to attend this large annual gathering. Last year, the event was considered very successful and this year, we are even hoping for more success. Thanks to all of you for coming. For those who are attending the conference for the first time, I can guarantee you, there is a lot that you are going to learn from it. We have a lot of activities lined up for you which you will find very rewarding. The presenters have been chosen by qualified team of experts and they bring you nothing but quality and well researched work. There are many sessions lined up to give you a lot of options to choose from.

I am extremely proud of the leadership role that NCOLCTL plays in merging linguistically diverse people with a shared interest. This is the best networking opportunity that can be afforded to any language enthusiast through getting to learn and adopting best practices from fellow language scholars. I have benefitted greatly from the past conferences. It’s been great meeting new and familiar faces every year while working towards a common goal of propagating the LCTLs in the United States.

NCOLCTL is proud to have enjoyed a fruitful working relationship with its affiliated members as we push for growth of less commonly taught languages in different institutions of learning. NCOLCTL, as the national voice for organizations and individuals who represent the teaching of less commonly taught languages, has continued to serve both language educators and learners across the nation.

Every year, our mandate grows stronger and we continue to improve the quality of instruction of LCTLs through our major core areas.

NCOLCTL and NALRC worked together to organize the 2013 Swahili STARTALK held at the Indiana University- Bloomington from July 8 through July 26, 2013. The NALRC supported NCOLCTL with materials for development of participants’ teaching skills during the program.

It was a pleasure working with NCOLCTL president, Dr. Alwiya Omar, and ALTA president, Dr. John Wa’Njogu, who were co-instructors with me during the program.

In the area of LCTL material development, NCOLCTL, NALRC and Transparency language are collaborating on a technology material project referred to as the “7000 Languages Project”. Special thanks go to Michael Quinlan, the CEO of Transparent Language who in September led a workshop that introduced LCTL instructors at Indiana University, Bloomington, to a language software known as Before You Know It (BYKI). The software enables one to upload content of various languages that will be made available online to interested learners.

During the BYKI workshop, participants exhibited excitement about how the software will improve upon language delivery. The workshop participants couldn’t wait to have their language material uploaded to the software. So far, response from participants has been positive. NCOLCTL in collaboration with NALRC organized follow-up workshops to enable instructors acquaint themselves with the software and how they would upload their content into the software. At this year’s conference, there will be a demonstration of this software on different languages by one of the leading content writers.

Based on a number of exciting topics that will be presented, including five plenary sessions, this conference is promising to be an exciting one. I look forward to welcoming all of you to the 17th annual NCOLCTL conference.

Regards
Antonia Schleicher
Dear NCOLCTL Members,

Swahili STARTALK is a summer professional development program for teachers of Swahili.

Are you interested in expanding your knowledge of teaching Swahili? If so, you should attend this summer Swahili professional development program.

NCOLCTL Swahili STARTALK

What: An intensive three-week program that will allow you to participate in professional development that will focus on quality instruction, curriculum and assessment for Swahili Language.

Who: This program is open to both current and new teachers of Swahili.

Where: The program will take place in Indiana University, Bloomington, IN.

When: Program dates are: July 7-25, 2014
July 7-11, 2014 (One-week Non-Residential online program)
July 14-25, 2014 (Two-week Residential program in Bloomington, IN)

Cost: Each participant selected for this program will receive:
(i) Reimbursement of NCOLCTL Online Course fee ($150)
(ii) Accommodation for the two-week residential program.
(iii) $450.00 (maximum), travel reimbursement for all out of town participants *
(iv) A Certificate of Completion upon successfully completing the program.

*Some restrictions may apply

To Apply:

1. Complete the form here: Application Form
   You can type in the required information. However, print out the completed form and sign. You can fax, mail or email the completed application to the NCOLCTL Secretariat Office.
2. Save this form and forward to your Administrator or Supervisor for completion: Supervisor's Form
   Have Your Supervisor fax, mail or email it to the NCOLCTL Secretariat office upon completion.

Application Deadline: April 30th 2014
2013 NCOLCTL Annual Conference

The 16th Annual Conference of the National Council of the Less Commonly Taught Languages (NCOLCTL) was held on April 25th through 28th, 2013 under the theme “Expanding Opportunities for AFL Learning at all Levels of Instruction.” This conference was organized in conjunction with the 17th Annual Conference of the African Language Teachers Association (ALTA) in Eaglewood Resort & Spa, Itasca, IL.

The conference featured individual and group presentations, along with meetings and miniconferences featuring several NCOLCTL affiliate organizations. Global participation for this year’s NCOLCTL conference included language teachers and professionals who conducted presentations about topics relating to Less Commonly Taught Languages (LCTLS). US governmental institutions were also featured in parallel discussions relating to the importance of LCTLS. These panel discussions encouraged expanding the education of less commonly taught languages critical to national security of the United States.

There were two pre-conference workshops. One was an Oral Proficiency Interview (OPI) Familiarization Workshop led by Dr. Virginia Maurer, Harvard University. She spoke about the introduction to the ACTFL Proficiency Guidelines, the ACTFL Rating Scale, and the ACTFL OPI. The second was "Standards-based Curricular Design and Lesson-Planning for LCTL,” workshop which was led by Drs. Hong Gang Jin and Antonia Schleicher. It was designed to teach LCTL teachers theoretical and practical ways of effectively designing standards-based, LCTL-specific curricula and lesson plans.

The keynote speaker for the 2013 NCOLCTL/ALTA Annual Conference was Dr. Richard Brecht, University of Marylandband he spoke on "Languages for Everyone: The ‘Elitist Challenge.”

Project: Unique Technology for Under-Supported Languages” was delivered by Michael Quinlan of Transparent Language, Inc. The second plenary session titled “Brain Training: Impact on Working Memory and Language Learning” was led by Dr. Gregory Colflesh of the Center for Advanced Studies of Languages (CASL) of University of Maryland-College Park.

Following the second plenary was an ALTA Presidential Panel titled “The Evolution of ALTA: Retrospectives and Prospective” chaired by Dr. Eyamba G. Bokamba, University of Illinois. The panel consisted of Drs. David Dwyer, Michigan State University, Antonia Schleicher, Indiana University - Bloomington, Audrey Mbeje, University of Pennsylvania and Lioba Moshi, University of Georgia - Athens.

The third plenary session titled “Connecting Research to Instructional Delivery: Making Wise Decisions” was led by Dr. Audrey Heining Boynton, University of North Carolina - Chapel Hill. This presentation linked major educational research findings to instructional delivery and encouraged collaborative opportunities that create motivating experiences for learners.

In 2013, ALTA celebrated its 25th anniversary in collaboration with NCOLCTL’s annual Walton Award ceremony on April 27th. The Walton award is presented to distinguished individuals whose performances and services to NCOLCTL helped expand LCTL initiatives.

This year, Dr. Hong Gang Jin, a William R. Kenan Professor of East Asian Language and Literatures at Hamilton College received this honorary distinction. The festivities concluded with conference participants congratulating Dr. Hong Gang Jin in their respective languages.

Dr. Hong Jin receives her award

Dr. Brecht as a keynote speaker
The last plenary session featured two speakers. Dr. Bill Rivers of the Joint National Committee on Languages, who spoke on “Language Advocacy at the National Level” while Ms. Toni Theisen, President of the American Council on the Teaching of Foreign Languages (ACTFL) spoke on “Engaging Your Students: Activating Chaos to Invigorate.”

Major sponsors for the NCOLCTLS 2013 were the Qatar Foundation, National African Language Resource Center (NALRC) and National Language Service Corps (NLSC).

In all, there were about 146 parallel sessions conducted at the 2013 NCOLCTL/ALTA annual conference.

Interview with Professor George Ayamba Bokamba 2013 A. Ronald Walton Award Winner

1. How come you came to America?
   As indicated in my CV (Jan 2014), I received a scholarship from a New York City-based inter-denominational church organization, ICYE (International Christian Youth Exchange), in 1962 to come to the States and continue my high school education. This organization had similar objectives to the Fulbright Scholar’s Program, except that it sponsored high school and college age students.

2. What lead you to the field of language instruction?
   My career in language instruction, and mainly administration was fortuitous. I obtained my 1st M.A. in African languages and literature, with specialization in African linguistics, from So, while I did not plan to become a language pedagogue, I fell into the field by a variety of circumstances since I was a college student (where I served as a tutor for French in my sophomore year). Largely owing to my experience in LCTL teaching as a Graduate TA and my training in linguistics, I was offered the position of Africanist linguist and African language coordinator in the Department of Linguistics, University of Illinois at Urbana-Champaign, in August 1974 while I was still writing my dissertation. I have been here ever since.

3. What was [and has been] rewarding about being in this field as you look back over your career?
   There have been several rewarding aspects of my career in LCTLs apart from that in linguistics. These include the following: (1) the building of the top Program in African Languages (PAL), in number and diversity of languages (6 in total: Arabic, Bamana, Kiswahili, Lingala, Wolof, & isiZulu), scope of curriculum (up to 5th year for Arabic, Kiswahili, up to 4th year for Lingala and Wolof, and to 3rd year for Bamana and isiZulu), enrollments (up to 800 in certain years), and in the recruitment and training (at NALRC & ALTA/NCOLCTL conferences) of Teaching Assistants. Our PAL came to be regarded as a role model by many newer and long-established ones. (2) Participating as a founding member of ALTA and NCOLCTL, and seeing our dreams of (a) become spokespersons for LCTLs, and (b) evolving the organizations into a superstructure with annual conferences, journals, and professionalizing the field realized. (3) Meeting and working with other scholars/specialists in LCTLs over the past decades to continue to seek common solutions for our common problems, and mentoring younger scholars to achieve their own career goals and serve the field better. (4) Witnessing our PAL and similar programs in other areas of LCTLs train significant numbers of students who have developed careers from such training, or have benefited from it in some other tangible ways. (5) Being a pivotal player in the development of NALRC and its programs since the center’s inception. And (6), offering financial support (by way of TA appointments) to African and Africanist students who would otherwise not have had any opportunities to pursue graduate studies in the U.S.
4. What are some of the highlights in your career that you personally treasure?

The same as in points (3.1-3.5) above, and the following additions: (7) The Ford Foundation’s initial and only two grants to what became NCOLCTL; (8) the launching of NALRC in 1999, followed by our very first professional workshop (later renamed institute) in 2000; (9) participation in the successful launching of the NALRC “Let’s Speak [an African language] book publication series”; (10) the many opportunities to advance LCTLs teaching and influence the direction of the field through workshops and LCTL programs evaluation; and (11) collaborating closely with visionary and dynamic leaders like Dr. Richard Brecht, Dr. Antonia Yétündé Folarin-Schleicher, Dr. Lioba Moshi, Dr. Robert Slater (formerly of NSEP), and the Late Dr. Ronald A. Walton, among others, at pivotal development stages of both NCOLCTL and ALTA.

5. As you look at the teaching of LCTLs in America, how do you see the future of these languages?

The teaching and funding of LCTLs in the U.S. has made dramatic strides since the late 1980s, thanks in part to NCOLCTL affiliated organizations and NSEP. We still have a long way to go to even approach the level of advancement (in all areas) achieved by the CTLs. Limited federal funding and lack of vision and sustained dedication by Title VI center directors will continue to be impediments. To sustain the current level of interest in LCTLs, and even better, to increase it, LCTL leaders (viz., program coordinators/directors) must find intelligent and creative ways that are informed by current budgetary constraints at their respective colleges and universities to support their programs. One such a pathway is to integrate your LCTL program into your institution’s or department’s degree or minor earning programs. Service programs, i.e., non-degree, are easy to dismantle. Without such an intentional and sustained effort, many LCTL programs will experience demise.

6. Any advice to those starting a career in this field?

Develop a vision and an unshakable passion for your area of responsibilities, set out clear goals for success, and apply yourself diligently and passionately to achieve the envisaged goals by working not alone, but also by networking with colleagues whom you must enlist to your vision. Your success will speak for itself and will remunerate you accordingly.

Professor George Eyamba Bokamba

Interview by Dr. Jacques Du Plessis

Comming Soon
NCOLCTL 25th Anniversary Celebration
STARTALK Fall Conference 2013
From NCOLCTL Secretariat

The STARTALK Fall Conference 2013 was held from October 18th - 19th, 2013 in Portland, Oregon. The Conference provided opportunity for STARTALK grantees to celebrate the accomplishments of recently organized various STARTALK programs. It provided a perfect platform to share success stories and discuss challenges arising from various programs and also to participate in continued professional development. The conference was aimed at strengthening academic and professional relationships and simultaneously advancing the ongoing discourse for the promotion of both language learning and teaching.

Dr. Catherine Ingold, Director of National Foreign Language Center (NFLC) and Principal Investigator of STARTALK, officially opened the conference with a welcome address. The session was followed with a plenary session led by Mr. Paul Sandrock, Director of Education at American Council on the Teaching of Foreign Languages (ACTFL). The theme for the plenary session was "Charting Learners' Progress toward Proficiency" which addressed the use of proficiency levels as program goals in learning languages.

The National Security Agency (NSA) representatives also addressed the audience, during the last session of the day. They spoke on the impact of the current sequestration and the continuing resolution on STARTALK. Participants were as well briefed on the effects of government regulations and how the regulations will affect grant awards timeline in the future. The NSA representatives also provided tips on preparing for the consequences of sequestration and the continuing resolution to avoid any delay in funding future proposals. This session had a good turnout due to its affiliation with all programs.

The NCOLCTL Startalk Swahili program received many accolades and encouragement. The program’s site visitors also recommended that the program director, Dr. Antonia Schleicher and the lead instructor Dr. Alwiyah Omar present “Moving Teachers from Impossible to Empowered Teaching in the Target Language” at the Startalk conference. Presenters discussed how the NCOLCTL Swahili Teacher Program shifted participants’ belief and practice with regard to the role and degree of the Startalk principle of 90 percent target language use.

The conference concluded on Saturday October 19 at 1:45 p.m. In all, the 2013 Fall Conference was a huge achievement with 421 registered participants.

News from the American Association of Teachers of Modern Greek, (AATMG)

Since its establishment, one of the major efforts of AATMG has been to help educators connect with each other and identify areas of potential common interests in the field of Modern Greek language education. This year the network of Greek language educators has become stronger by establishing collaborations and by sharing information and resources. Colleagues from Stanford University, Harvard University, Portland State University, and Adelphi University have been working together to create a community of instructors and students across the country with focus on advancing language proficiency and cultural competency in Modern Greek language courses at the University level.

For the first time, as of 2013 Modern Greek language is taught in Puerto Rico. AATMG has been a great resource for the newly established program and has connected with it from its inception. We congratulate AATMG member, Professor Melina Cortés Figueroa of the Universidad del Este, Carolina, Puerto Rico, for introducing Greek language courses to the University’s curriculum. The courses were well received, with strong enrollment and enthusiastic students, eager to become familiar with the Greek language and culture.

In November of 2013, AATMG participated in the ACTFL convention in Orlando, Florida, and supported the efforts of the ACTFL Special Interest Group (SIG) in Modern Greek. Presentations included the following:
• “Language Program Models with a Philoxenia Spin” presented by Stella Economou, SUNY/Westchester Community, Maria Stamoolis, Metropolis of Pittsburg, and Vasiliki Tsigas-Fotinis, Caldwell College.

• “Social Media Content Selection and Language Learning: Criteria, Strategies, Impact” presented by Eva Prionas, Stanford University, Louiza Kondilis, Portland State, Vassiliki Rapti, Harvard University and Nancy Biska, Adelphi University.

• “Cultural Proficiency for Young Greek Language Learners Emphasizing Materials Selection” presented by Elpida Bairaktari, Odyssey Charter School, and Eva Prionas, Stanford University.

• “The Acquisition of Greek Relative Clauses by Young Native English Speakers” presented by Elpida Bairaktari, Odyssey Charter School and Niki Tantalou, Odyssey Charter School at the ACTFL Modern Greek SIG meeting, in November 2013, members discussed progress regarding the work on the Standards for Learning Modern Greek language in the US. The project has reached its final stages and has now incorporated revisions based on ACTFL updated guidelines. The Standards for learning Modern Greek will be included in the new revised edition of the ACTFL Standards.

AATMG is looking ahead to the coming year to serve members and their needs with new activities and new resources. During the Spring of 2014, AATMG is organizing two Webinars for Modern Greek language educators, who can participate either through their school or individually.

For details you can visit us at AATMG.org, the Organization’s Website.

We are looking forward to welcoming new members, connecting and sharing information to advance the field of Modern Greek language education. For more details or questions, please contact Eva Prionas, at eprionas@stanford.edu

Eva Prionas, Ph.D.
Stanford University
President, AATMG

News from AATJ (American Association of Teachers of Japanese)

Two years after the formation of a new professional organization for Japanese language educators, the merger of two previously separate organizations must be counted a great success. Membership in the new AATJ has reached 1,500. Twenty-one state and regional organizations of Japanese teachers have become affiliates of AATJ, sharing in dues revenue and co-sponsoring events and learning opportunities.

Almost 4,000 students have participated in exams, contests, and other activities sponsored by teachers under the auspices of AATJ. More than 500 members participate each year in two national conferences: one together with the annual convention of the American Council on the Teaching of Foreign Languages (ACTFL) and the other in conjunction with the annual meeting of the Association for Asian Studies (AAS).

AATJ’s online professional development training program – JOINT Online – continues to attract capacity enrollments for its nationally recognized courses which combine self-study with pair work and live group discussions for small clusters of participants. The JOINT program is developing a program of webinars for “live” participation as well as later viewing by subscribers: the most recent featured Hiroko Kataoka, one of the field’s acknowledged experts, discussing “Differentiated Instruction in Japanese Language Classrooms” with special emphasis on incorporating heritage students into mixed classes.

A new venture, the national administration of the Japanese Language Proficiency Test, a five-level examination developed in Japan that is conducted worldwide under the auspices of the Japan Foundation begun in 2013. AATJ is overseeing the test, which has five proficiency levels and is given once a year, at 13 test sites around the country; in 2013, almost 4,000 test-takers registered to take the exam.

AATJ encourages members to attend the NCOLCTL conference and to propose presentations and submit their research to the Journal of NCOLCTL and other multilingual venues as well as to AATJ’s internationally respected journal Japanese Language and Literature. Articles published in JLL are a mix of literature, linguistics, and language pedagogy research; the latest publications are also reviewed.
Japanese was one of the earliest LCTLs to emphasize the professional development and advancement of non-native-speaking teachers; at the same time the field has worked to mentor young teachers as they try to navigate the US education system. As the first generation of Japanese specialists from the early postwar decades retire and leave the scene, a new cadre of language and literature scholars and teachers is taking their place, with a new and wider perspective on language education, networking, and media-based teaching techniques.

AATJ’s website underwent a design revision in 2013, and is more welcoming and user-friendly; please check it out, at http://www.aatj.org . AATJ is also on Facebook; follow the link on our home page.

Susan Schmidt
Executive Director - AATJ

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**Center for Language Education and Research (CLEAR)**

Hello from the campus of Michigan State University! Our Fall 2013 issue is now available for download. This issue's main article focuses on a set of teacher training videos we have been working on this grant cycle. The resulting project, Video Assistance for Understanding Language Teaching Techniques (VAULTT) can be found at http://clear.msu.edu/vaultt/ and is explained in the article by CLEAR affiliates Anne Baker, Yeon Heo, and Danielle Steider. VAULTT will especially be of interest to instructors of less commonly taught languages, though novice teachers and teacher trainers can also benefit from the materials. You can always go to the Newsletter link on our website to download the current or any past issue of the newsletter.

Other features in this issue include photos and quotes from our summer workshops, news and announcements about our Rich Internet Applications, and a request for beta testers as we redesign parts of our website. Also of note is our creation of a YouTube channel with how-to videos for a number of our Rich Internet Applications. Check out http://www.youtube.com/user/CLEARatMSU for this new form of documentation, or share the link with colleagues who may just be getting started with RIAs.

Descriptions of our four July 2014 professional development workshops have also been posted. Please visit the Professional Development section of our website for details about our summer 2014 workshops, which include workshop opportunities in assessment, technologies, speaking skills, and the use of authentic materials in the language classroom. We had an exhibit booth (#1124) at the ACTFL convention in Orlando.

Finally, we thank you for your patience while our web store was being redesigned. The new site is up and running! Please visit http://store.clear.msu.edu/ to explore CLEAR's products, download or purchase materials, and access many of our free resources.

Regards,
Joy Campbell
Executive Director

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**American Councils for International Education**

On Monday, September 30th, American Councils for International Education President Dr. Dan E. Davidson joined language leaders from government, industry, nonprofits, and the broader field of education to examine the feasibility of eradicating barriers to foreign language education in the U.S., and in other English-speaking countries. The group asked directly: Is the English language enough for our children? And if not, why?

Before an audience of over 150 industry professionals and educators, many of whom have dedicated their lives to language education, six groups of panelists debated challenging topics in language education and policy as they questioned the role of K-12 systems, higher education institutions, government, and private industry to make language education universally available. Participants ranged in experience type and background, from the high school French teacher from the state of Maryland to Clay Pell of the U.S. Department of Education to Dr. David S.C. Chu, president of the Institute for Defense Analyses.

“There is a growing body of evidence that shows that U.S. higher education programs can adapt the way they teach languages and culture for the needs of an increasingly diverse student population, only a very small percentage of which is focused on going on to
study that language in graduate school,” said Dr. Dan E. Davidson, president of American Councils. “In the context of economic globalization, language and cultural proficiency—typically at the advanced or professional level—are increasingly important for students across many fields and professional aspirations. Those students who have had the opportunity to study a second or third language in K-12 are at an advantage in today's environment.”

Entitled Languages for All? The Anglophone Challenge, the forum was convened by the University of Maryland Center for Advanced Study of Language (CASL) and co-sponsored by the American Council on the Teaching of Foreign Languages (ACTFL), American Councils for International Education, British Academy for the Humanities and Social Sciences, Defense Language Institute Foundation, Globalization and Localization Association (GALA), and Joint National Committee on Languages - National Council for Language and International Studies (JNCL-NCLIS). National Security Agency Director of Research Michael Wertheimer, University of Maryland President Wallace Loh, Vice President and Chief Research Officer Patrick O'Shea, and University of Maryland Director of Language Initiatives Richard D. Brecht gave opening remarks.

The panels were led by renowned experts in the field from the British and Australian academies, Fortune 500 companies, the Department of Education, Department of Defense, and school boards, along with researchers, school administrators, foreign language practitioners, policymakers, and a former governor. Panel topics were selected to engage participants in a provocative debate on why foreign language instruction should be a priority in our country and in others. Speakers encouraged participants to challenge hypotheses and historical perceptions.

Founder of CASL and Chairman of the Board of Trustees for American Councils for International Education Dr. Richard D. Brecht challenged his peers: “Is it time to make language instruction accessible to anyone who wants it? It’s not just about national security and economic competitiveness – it’s about world class population as a nation.”

Dr. Brecht went on to describe the language field’s ultimate dilemma: that studies and influencers continue to tout the need for language, but the will must be paired with resources and “action” to make foreign language acquisition an essential part of our children’s education. CASL will distribute a white paper this fall with recommendations on a defined plan of action and key messaging points in order to help facilitate a more united front on language education that can resonate with the public and elected officials.

Contributed by Ms. Heena Patel

Swahili Flagship and STARTALK Programs at Indiana University-Bloomington

1. Swahili Flagship (www.swahili.indiana.edu)

The Swahili Flagship Center at Indiana University-Bloomington campus entered its third year this fall. As the only African language flagship program in the U.S, Swahili Flagship Center is committed to creating global professionals through superior language education.

The first cohort of four Swahili Flagship students returned to the US in summer 2013 after spending an academic year at State University of Zanzibar (SUZA), in Tanzania. Upon completion of their year abroad each of the four students achieved superior level on their oral proficiency exams! Quite an achievement! Six students spent an 8-week program at SUZA in summer 2013. Five students returned to Indiana University (IU) for domestic studies in Fall 2013, and they plan to spend academic year 2014/2015 at SUZA for direct admit courses and internships linked to their academic majors. One student remained for the academic capstone year.

The program is experiencing positive growth and is attracting students from diverse majors at IU as evidenced by the doubling of its enrollment numbers this fall semester.

Flagship students experiencing sea weed project in Zanzibar
2. **STARTALK Swahili Language and Culture for Indiana Middle and High School Students**

(http://www.indiana.edu/~swastar/)

In June 2013, 16 middle and high school students from Bloomington and Bedford, Indiana participated in a four-weeks non-residential Swahili language program at Indiana University. This was the fourth summer Indiana University has offered the STARTALK Swahili language program at the Bloomington Campus. The students (new and returning) were immersed in the language and culture of the Swahili people of East Africa. The intensive program offers 3 IU language credits with classes meeting Monday through Friday at 9:00am to 3:15pm. The program provides opportunities for students to interact with other speakers of the language to reinforce their speaking skills.

![Flagship students with their host families](image)

Dr. Alwiya S. Omar, Director. Swahili Flagship Indiana University, Bloomington

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**American Association of Teachers of Turkic Languages (AATT)**

Fall 2013 has been quite active for AATT which hosted a number of events at the annual Middle East Studies Association (MESA) conference Oct. 10-13, 2013. We also hosted a graduate student pre-conference in conjunction with MESA. Moreover, AATT sponsored a round table conference titled, “Developing a Curriculum for Teaching Turkish in the Twenty-first century,” at MESA. With participation from four distinguished scholars like Ercan Balci, Ebru Ergul, Mehmet Kanik and Roberta Micallef and interesting papers which included many elements of contemporary curriculum design from internet usage, to best practices we anticipated a lively discussion.

AATT began issuing a biannual newsletter. We invite you to visit our most recent newsletter June, 1013 by following this link: http://aatturkic.org/default.asp?parentID=123699. Our next newsletter will be available in January 2014.

We are always happy to welcome new members and we ask that all interested parties visit the AATT website and join us, if so inclined. AATT will be sending a delegate to the NCOLTCL annual conference in Chicago.

Roberta Micallef,
AATT Executive Secretary
aattsecretariat@gmail.com

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**Report from Partnership for Language in the U.S. (PLUS)**

In October 2013, under the auspices of the Language Partnership Group, Inc. a group of more than sixty nationally recognized leaders in language education in the U.S. gathered at the University of Texas, Austin to deliberate the launch of a new national organization. Known as the Partnership for Language in the U.S, PLUS is committed to transforming learners into global professionals through the achievement and maintenance of the highest levels of language proficiency. It is a nonprofit, member-based organization that represents and serves U.S.-based world language programs and their institutions. The goal of PLUS is to promote and accredit standards-based language programs across higher education in the U.S.

A six-member organizing committee met in December 2013 to develop a strategy for the launch of PLUS. A solicitation has been issued by the Language Partnership Group to identify a U.S. university committed to host the organization. A standards committee will begin meeting in February to develop global professional standards that represent the goals of PLUS.
A critical membership drive will be launched by March to identify charter members of PLUS. Language programs throughout U.S. colleges and universities will be eligible to join. PLUS will provide the language field with important leadership in assuring quality and innovation in language learning in the U.S. through a robust program that promotes and recognizes excellence.

For more information on PLUS contact:
Dr. Robert O. Slater, Executive Director
Language Partnership Group
robert.slater@thelpg.org.

7000 Languages NCOLCTL Partnership Workshops

On the September 6th, 2013, the National Council of Less Commonly Taught Languages (NCOLCTL) in collaboration with Transparent Language and the National African Languages Resource Center (NALRC) organized a one day technology workshop “The 7000 Languages Project” for several interested LCTL instructors from the Indiana University-Bloomington.

Michael Quinlan, from the Transparent Language led the workshop with his team who joined through video conference. The one day workshop was basically about a unique technology designed for Under-Supported Languages.

During the workshop the LCTL instructors were introduced to powerful, LCTL focused software and systems which will enable them to upload the content of various languages that will be made available to interested non-speakers of these languages throughout the world.

The following languages were represented at the workshop: Akan, Bamana, Hausa, Kijali, Kinyarwanda, Luo, Sesotho, Siswati, Swahili, Turkish, Wolof, Yoruba, Zulu,

NCOLCTL organized series of follow-up formative workshops and one-on-one meetings to help the instructors develop content for the language software in order to produce a hands-on language instruction package.
UPCOMING EVENTS (CONFERENCES, WORKSHOPS, SUMMER PROGRAMS)

March
March 20 - 22, 2014
2014 Central States Conference on the Teaching of Foreign Languages, Hilton St. Louis at the Ballpark - St. Louis, MO

March 27-30, 2014

April
Apr 4 – 6, 2014
16th Annual CIBER Business Language Conference Canyons Resort, Park City, Utah

May
May 19 - 30, 2014
NALRC Summer Institute, IU, Bloomington

NALRC Leadership Performance Workshop, IU, Bloomington

June
16 – Aug 8: 2014
Southeast Asian Studies Summer Institute (UW-Madison)

June 24 – 26, 2014
International Conference on Hebrew Language, Literature and Culture, Ben-Gurion University of the Negev

July
July 7—August 10, 2014
Using the Web for Communicative Language Learning and Professional Development—online course

July 7–25, 2014
Swahili Startalk Program, IU Bloomington, IN

July 14–18, 2014
Using Technology in Second Language Teaching

July 14–18, 2014
Focusing on Learner Language: Second Language Acquisition Basics for Teachers

July 14–18, 2014
Improving Language Learning: Styles- and Strategies-Based Instruction

July 21–25, 2014
Culture as the Core in the Second Language Classroom

July 21–25, 2014
Content-Based Language Instruction and Curriculum Development

July 28–August 1, 2014
Developing Assessments for the Second Language Classroom

July 28–August 1, 2014
Language and Culture in Sync: Teaching the Pragmatics of a Second Language

November
November 20 - 23, 2014
2014 ASA Annual Meeting, JW Marriott Indianapolis Hotel, Indianapolis, Indiana

Nov 21 – 23:
2014 ACTFL Annual Convention and World Language Expo

July 7–August 10, 2014
Using the Web for Communicative Language Learning and Professional Development—online course

July 14–25, 2014
Swahili Startalk Program, IU Bloomington, IN
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Individual Membership

Description
This plan is for our regular members and it also have a cycle of one year

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<th>Regular Membership</th>
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<td>1 - Year(s)</td>
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Regular Membership

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<td>1 - Year(s)</td>
<td>50 - USD</td>
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Institutional Membership

Description
This Plan is for all our Affilate Institution and its flexible and affordable depending on the choice of duration. Go for GOLD or LIFETIME to give you room to think about other things that need planning too.

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NCOLCTL Spring 2014 Bulletin

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