Message from the President

NCOLCTL 2016 Photos

Message from the Executive Director

The A. Ronald Walton Award

STARTALK: 10 Years of Language Education, Innovation, and Impact

American Association of Teachers of Modern Greek (AATMG)

The Chinese Language Teachers Association (CLTA)

National Association of Self-Instructional Language Programs (NASILP)

NCOLCTL Executive Board

NCOLCTL 2016 Photos "Continued"

2016 Conference Sponsors

MESSSAGE FROM THE PRESIDENT

- Wafa Hassan

The National Council of Less Commonly Taught Languages (NCOLCTL) has served the LCTL community for the past 27 years and has worked to bring together associations and individuals with a common goal – increase the number of Americans choosing to learn one or more of the less commonly taught languages. In these years we have succeeded in this goal, but much work is left to be done as we continue to progress in the future.

On January 26, 2017, Language Magazine published an article referencing a report released by the American Academy of Arts and Sciences (AAAS) suggesting a “diminishing share” of U.S. Residents that speak languages other than English. [1] Findings of this report include that language education in the U.S. is declining at every level from kindergarten to college. However, here at NCOLCTL we are well-equipped to influence and make a difference when faced with this challenge. As a member of the Joint National Committee for Languages (JNCL), NCOLCTL plays a vital role in advocating for the learning and teaching of LCTLS in the U.S.

NCOLCTL provides professional development for K-16 LCTL teachers nationwide. Training them on using best practices in teaching aligned with new research methods. According to “Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement”, the quality of teaching is a key factor in student outcomes. [2] At NCOLCTL we are focused on providing educators with quality resources and education to fulfill the language needs of the future.

What is this need? Less commonly taught languages are at the highest priority for multiple U.S. government agencies. [3] Furthermore, English alone is not sufficient to meet the nation’s need in a shrinking world when it comes to international business and diplomacy [1] Part of meeting this
demand is to not only teach the language, but also focus on intercultural communication needed to build global citizens starting from kindergarten to college.

In my current role as Director of the Arabic Department for Global Education Excellence Schools, I oversee an Arabic program being implemented in twelve K-12 schools. I also focus on the seamless articulation of K-16. Also as a former University Assistant Professor, I truly see the value of starting to teach a language early in order to develop the proficiency needed to meet the U.S. demand of LCTLS.

Another major challenge facing LCTLS is a dearth of research studies leading to better practices of learning and teaching LCTLS. NCOLCTL continues to provide scholarships to meet this demand. As current president of NCOLCTL I will promote the core mission of NCOLCTL by encouraging and conducting research that leads to the development of effective methods for teaching LCTLS.

We have a rough road ahead of us all but we have proved our role in the field of LCTL learning in the U.S and we will continue to pursue the best strategies to meet the demand. I am looking forward to a great year and a great conference in April focusing on Advancing Intercultural Communication through Research and Practice for K-16.


2016 AWARD PHOTO ALBUM: ANNUAL CONFERENCE
MESSAGE FROM THE EXECUTIVE DIRECTOR’S DESK - Dr. Anthonia Schleicher

Welcome to the NCOLCTL 20th Annual Conference under the theme: The LCTL Mission: Advancing Intercultural Communication through Research and Practice for K-16. The conference this year brings together participants from all over the world who have traveled to interact with this amazing intellectual community of Less Commonly Taught Languages (LCTL) professionals. I extend a special welcome to all our first-time presenters and attendees and it gives me much pleasure to see our returning members whose commitment to the goals of NCOLCTL continue to make them strong.

I am truly grateful to Indiana University for housing NCOLCTL, ALTA, and NALRC since 2012. I would like to express my profound gratitude to the NCOLCTL Executive Board – Wafa Hassan, An Chung Cheng, Susan Schmidt, Anousha Sedighi, David P. Ellis, and Jonathan Choti – for their dedicated service to the organization. I am equally indebted to the members of the conference committee: Leaonard Muaka, Zoliswa Mali, Esther Lisanza, Oluseye Adesola, Olusugun Soetan, Betty Dlamini-Cannady, and Gabriel Nik Ilieva, who helped in reviewing the proposals and in reaching out to the plenary speakers.

The theme of this year’s conference is central to the goals of NCOLCTL. K-16 foreign language education lays down the foundation for developing children’s early and sustained interest in LCTLs, as well as developing strategies for implementing the teaching and learning of LCTLs at the post-secondary level. Accordingly, the presentations this year feature a variety of issues including, but not limited to, cultural competencies of language teachers and learners, strategies for teaching heritage learners, institutional and governmental support for teaching foreign languages, innovative technologies for teaching such as flipping your classroom, teaching LCTLs in the target languages’ countries, and many more. These stimulating discussions on various aspects of LCTLs’ pedagogy present a worthwhile opportunity for all attendees to enhance their professional abilities. I invite you all to participate fully in these sessions for a fruitful exchange of ideas. It is in line with NCOLCTL’s goals of professional excellence, that we have instituted various awards to acknowledge the dedication and innovation of members of our community, who have excelled in their service and their research in the field of the LCTLs.

I would therefore like to give a special mention to the recipients of this year’s awards. The 2017 Ronald Walton awardee is Dr. Laura Murray. I would like to take this opportunity to congratulate Dr. Murray for being an exemplary model for the ideals of NCOLCTL. I am especially grateful to the Walton Award Committee who have had the very difficult job of selecting a winner out of a pool of all deserving candidates.

I would also like to send out a congratulatory message to our five 2017 NFMLTA- NCOLCTL Research Grant Awardees for their original contribution to the thriving literature on LCTLs. They are Xue Xia, Elena Doludenko, Bing Mu, Asma Romdhane, and Mahbuba Hammad. These awards are made possible by the consistent and generous financial support of the National Federation of Modern Language Teachers Association for the past four years. My heartfelt thanks equally go to the members of the NFMLTA-NCOLCTL Award Committee for their dedicated service during the selection process.

As in previous years, this year was filled with different activities for the Secretariat. Dr. Wafa Hassan and I represented NCOLCTL and NFMLTA respectively at the annual meetings of the Joint National Committee for Languages in February 2017. Also, I represented NCOLCTL at the STARTALK advisory committee meeting...
at the University of Maryland's National Foreign Language Center in December 2016. In addition, I visited many STARTALK programs including Arabic and Turkish for K-12 schools in Virginia; and I evaluated a Russian high school program for Heritage Russian learners. Also I reviewed the STARTALK programs at Harvard, the Chinese STARTALK program at Wofford College, and the Swahili STARTALK program at Ohio State University to ensure the use of foreign language teaching strategies. With the support of Indiana University’s Institute for International Business (CIBER), I worked on a curriculum development project entitled “Incorporate Business Concepts into the Foreign Language Curriculum.”

I also continue to represent the LCTLs at ACTFL’s Delegate Assembly. In the company of the NCOLCTL President, Dr. Wafa Hassan, and Dr. Alwiya Omar, we represented NCOLCTL at ACTFL’s Annual Convention and World Languages Exposition held in Boston, in November 2016.

The NALRC held its annual Summer Institute program from May 16th to May 27th 2016 at the School of Global and International Studies, at Indiana University Bloomington, Indiana. I co-led the two-week intensive training sessions for language instructors with Dr. Esther Lisanza which focused on the application of field-tested Second Language Acquisition techniques and standards to African language pedagogy. The institute fellows came from nine different institutions across the United States and from Nigeria. The languages represented at the Institute were Akan, Amharic, Bamanankan, Swahili, Urhobo, and Yoruba and Zulu.

Twelve faculty members from different schools and universities in Afghanistan attended a workshop that I led entitled: “Implications of Standards in the LCTL Classroom” in February 2017. The workshop exposed participants to effective practices in foreign language instruction. Topics addressed included: incorporating world-readiness standards into the language classroom, teaching the target culture; exposing students to real/authentic materials, introducing students early to creative writing, among others.

A workshop organized for Turkish Language Instructors in Summer 2016 was under the theme: “Making Principles of Effective FL/SL Instruction Real in the Classroom”. The goal of the 5-day workshop was to make effective teaching principles and strategies come alive in the classroom through the implementation of Backward Curriculum Design. Participants learned how to: a) Establish working knowledge of Foreign Language and Second Language Instruction Principles; b) Review micro-lessons for evidence of principles in practice; and c) Plan strategies for putting these principles into practice through hands-on sessions.

I would like to express my appreciation to all our sponsors, advertisers and exhibitors of the 2017 NCOLCTL conference, especially the NALRC which continues to lend its support to NCOLCTL in more than one way.

Finally, my gratitude goes to John O. Adeika of the National African Language Resource Center (NALRC), Nana Aba Bentil-Mawusi, of the NCOLCTL/ALTA Secretariat, and our technical assistants, Sumant Bandhari and Abhinash Tummala for coordinating different aspects of the conference. I also value our team of hardworking volunteers, Yewande Aluko, Ashraf Waziri, Tolu Akinwole, and Adebimpe Adegbite, who have donated their time to making this conference a success.
THE RONALD WALTON AWARD WINNER

Dr. Laura Murray

-What are some of the highlights in your career that you personally treasure?

I began my study of Chinese as a graduate student during the Vietnam War era, motivated by concern for the wars that had been fought by the United States with various countries in Asia during the 20th century. From a purely idealistic perspective, since at that point I had never visited China or any other country in Asia, I wondered if it might be possible to achieve greater understanding between peoples and reduce the incidence of violence to resolve problems if there were more Americans who understood the languages and cultures of that part of the world. I decided to focus on China because it is the largest country in Asia, and it seemed to me that knowing more about China would be the foundation to understand the region. At the beginning of my studies, I didn’t have a clear plan or career path in mind, but I hoped that the skills and knowledge that I would gain through this endeavor would somehow equip me to make a contribution toward achieving a more peaceful world. I thought perhaps I could be a teacher, or possibly work in government.

After many years of study, I found myself in Taiwan to pursue advanced courses in Chinese while working on my dissertation research. I was immersed in local society, living with my family in a modest apartment in a neighborhood where there were no other foreigners. My young daughter attended a local kindergarten, where she was the only foreigner, and I divided my time between my own classes, a part-time job, and my research. The job was to serve as the English secretary at the Taipei Language Institute, where I was the only foreign employee. Three afternoons a week, after my own classes, I would go to TLI, and the staff would outline my work for the day, which consisted of writing English correspondence for the president of the school, writing English advertising brochures, and other similar tasks. All the guidance was given to me in Chinese, and then I would write up the desired documents. The staff would review my English texts, and then discuss them with me, in Chinese, to ensure that everyone understood and agreed on the wording. It was a great linguistic and cultural experience, and I felt as though I was beginning to break through cultural barriers. I became friends with the staff at the school, and I still remember fondly our chats over steaming green tea, and strolls through parks on warm evenings in downtown Taipei after work.

After returning home to finish up my dissertation, I discovered that university positions were scarce, and

– Dr. Laura Murray, Technical Director of the College of Language and Area Studies at the National Cryptologic School, is the 2017 Ronald A. Walton Award winner. Dr. Murray has been involved with LCTLS for over thirty years, and in particular Mandarin, beginning at a time when Mandarin was truly a less commonly taught language in the U.S. With a Ph.D. from the University of Pennsylvania in Modern Chinese History, more than two years of study-abroad experience, and a 30-year career at the National Security Agency, she has been a champion of world language education her entire adulthood. It is our distinct pleasure to present Dr. Laura Murray with this award. Following is an interview with Dr. Murray:
instead I turned to government work, beginning a long career at the National Security Agency. Over time I had many wonderful opportunities to apply my language skills as an analyst, and gradually I advanced into a series of management positions, including the management of language training for agency employees. These experiences prepared me for one of my most challenging and rewarding opportunities: to be the Director of the Foreign Language Program Office at the then new Office of the Director of National Intelligence, in January 2006. It was in that position that I was assigned the task of starting the STARTALK program. The guidance for the program was basic at best—summer programs for students and teachers in languages critical to national security, all of which happened to be less-commonly taught languages—to boost national capacity in these languages. Getting the program off the ground was quite a struggle, but I immediately recognized that this was a truly once-in-a-lifetime opportunity to create something valuable for the nation, and something that would give me the chance to fulfill the dreams of my youthful idealism. After 18 months of intensive effort, the first programs were held in the summer of 2007. When I went out to visit a STARTALK program for the first time that summer, and I saw and heard the children studying happily with their teacher in a Chinese class, I felt an incredible sense of joy, and that sense is renewed whenever I visit a STARTALK program.

-What does it take, in your opinion, to be a successful leader in the context of world language teaching, especially LCTLs?

Knowledge, persistence, dedication, and passion are all required characteristics for a leader of world language teaching, and even greater measures of these qualities are necessary in the LCTL field. The LCTLs spoken in many countries and regions of strategic and economic importance in the world today are not well-known, making it difficult to gain resources to expand the teaching of these languages. The scarcity of funding and lack of broad-based support for language learning are continual challenges. Leaders must be able to be persuasive with every level of the educational system, from students and parents to school boards, local and state education officials, and national level government, to convince these stakeholders of the importance and value of language learning. Leaders must have a high level of expertise in the languages and in language-teaching pedagogy to be credible advocates. They must be persistent, and not be deterred by setbacks, which are inevitable in any challenging endeavor. They must have a deep level of dedication to their goals, which is one of the characteristics I have seen most commonly across the LCTL field. And they must have passion, which is the element that can be most effective in gaining needed support to achieve their objectives.

-What advice would you give to the field of LCTL learning and teaching in order to ensure the quality of language education especially in these changing times with technology?

Continued and enhanced support for professional development of our teachers is essential to ensure the quality of language education, and that professional development should include effective pedagogy and guidance on the appropriate incorporation of technology in language teaching and learning. This will be an ongoing challenge that will evolve continuously with advances in technology. The explosion of apps and digital resources has provided a dizzying array of choices for teachers and students, and teachers may increasingly serve not only as instructors but also as curators of content and coaches for individualized learning. In the LCTL field there are other challenges, as teaching resources, digital and otherwise, are often quite scarce. Professional associations such as NCOLCTL and programs such as STARTALK are playing an important role in addressing these challenges. Heritage communities are also a vital and precious resource in the effort to promote the study of LCTLs.

-As you look at the teaching of LCTLs in the United States, how do you see the future of these languages?

The world is becoming increasingly interconnected through technology and travel, economics and education, arts and entertainment, medicine and science, and all the other myriad ways that people,
resources, and nations from once distant regions are interrelated and interdependent. With these trends, the need for better communication across the globe, including understanding of LCTLs, will continue to grow. Diversity of linguistic and cultural competency is a strategic asset and an economic imperative for successful global enterprises, and individuals with these skills will be increasingly in demand for a variety of professions. All those engaged in advancing LCTL education are playing a vital role in expanding these resources.

STARTALK: 10 Years of World Language Education, Innovation, and Impact

A persistent question in less commonly taught language education has been how do we get more people learning less commonly taught languages (LCTLs), and how do we improve the effectiveness and supply of its teachers in the field. International political and cultural developments at the start of the new millennium sparked renewed interest in these questions at the federal level. Born from this need was STARTALK—a new way of thinking about LCTL education. The Office of the Director of National Intelligence launched STARTALK in 2006 and delegated executive oversight of the program to the National Security Agency (NSA). The NSA in turn awarded a contract to the National Foreign Language Center at the University of Maryland to act as its subject matter expert in the implementation and administration of the program. As a result the National Foreign Language Center took on the groundbreaking task of piloting the STARTALK program in 2007.

In its inaugural year, STARTALK offered a combined total of 34 summer programs that offered engaging experiences for high school students and professional development for teachers of Arabic and Chinese. The goal was to ignite the flame of curiosity in the hearts of students to learn a new untraditional language and to increase the number of highly effective, engaging, and exciting classroom experiences across the U.S. through teacher development. This first summer was just the beginning of a movement that continues to influence hundreds of communities and thousands of individuals across the United States. Since then, STARTALK has grown to include 11 critical-needs languages (Arabic, Chinese, Dari, Hindi, Korean, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu) and has far exceeded the NSA’s expectations by cumulatively offering over 62,000 students and teachers life-changing summer education experiences. This article will give an overview of the STARTALK program, how it has impacted LCTL education, and possibilities for its future.

Quality

Consistent quality is critical to STARTALK’s success. There are several factors that contribute to this quality. STARTALK follows a model for continuous improvement where feedback is regularly collected from stakeholders, then analyzed and incorporated into the subsequent implementation of the program. This continuous improvement model has allowed STARTALK to remain responsive to the evolution of the LCTL education and other world language fields. STARTALK is constantly changing, evolving, and improving. The STARTALK’s foundation is built on three important pillars that help STARTALK consistently offer high quality programming to its participants and to the greater language teaching and learning fields: dedicated and personalized support for each program, the STARTALK-Endorsed Principles for Effective Teaching and Learning, and materials development.

One-on-One Support

During the fall of each year, institutions across the United States apply for grants to administer STARTALK programs. Although many STARTALK programs are successful in receiving funding for subsequent summers, an average of 23 percent of STARTALK programs are new each year. The National Foreign Language Center welcomes these new programs into the STARTALK community by providing continued support in curriculum development and program administration. Each STARTALK program receives the support of a Team Leader, an expert in the field, closely familiar with STARTALK.
Principles for Success
The quality of the STARTALK program can be largely attributed to programs adhering to the following six STARTALK-endorsed Principles for Effective Teaching and Learning:

1. Implementing a Standards-Based and Thematically Organized Curriculum
2. Facilitating a Learner-Centered Classroom
3. Using the Target Language and Providing Comprehensible Input for Instruction
4. Integrating Culture, Content, and Language in a World Language Classroom
5. Adapting and Using Age-Appropriate Authentic Materials
6. Conducting Performance-Based Assessment

These principles are the cornerstone of STARTALK and are evident in each summer program. The National Foreign Language Center works with experts in world language instruction and curriculum development to create materials that support grantees in the integration of these principles into their programs.

Materials for the Field
Teachers of LCTLs report having more difficulty locating instructional materials online and, when they do find something, quality is not guaranteed. The STARTALK website offers a series of materials which are aligned with the aforementioned principles for effective teaching and learning. Curriculum development guidance, model curricula, lesson plan templates, videos, online workshops, and other useful resources are readily available not only for STARTALK teachers, but for all language teachers free of cost.

In 2014, STARTALK introduced infrastructure building grants to further expand the portfolio of high-quality materials available for free on the STARTALK website. Infrastructure grant materials and programs are focused on providing enduring resources that have the potential to impact language teaching and learning throughout the United States, effectively strengthening the foundation of language teaching in the country. For example, among these materials is an interactive website, www.LangCred.org, that assists teachers of all languages in navigating the complex credentialing processes of all 50 states and U.S. territories, including the District of Columbia, U.S. Virgin Islands, Guam, and Puerto Rico.

Impact
Individuals and communities across the country are feeling the impact of the STARTALK program. Looking at impact at the student level, the teacher level, and at the program level provides a snapshot of how STARTALK has influenced and continues to influence the US in the world language classroom and beyond.

Student Impact
On an individual level, participants of STARTALK programs have consistently reported that attending a STARTALK program has had a profound effect on their lives. Each year, STARTALK conducts participant surveys post-program whose findings have consistently shown students self-reporting positive feelings about learning a world language and how it will help them in the future. The 2016 survey of STARTALK student participants indicates that students believe learning a world language will help them not only succeed academically but appreciate, understand, and interact with others better. These students must be prepared to meet, learn, and be comfortable around people of different ethnic and cultural backgrounds to further their education. Survey responses also suggest STARTALK students’ readiness to engage in more activities such as study abroad. In addition, STARTALK surveys program alumni every three years. Alumni responses paint an intriguing picture of their educational and professional paths. In the most recent alumni survey (1,100 respondents), 70 percent of respondents reported continuing the study of their STARTALK language. Of the 197 respondents who completed at least high school at the time of the survey, 22 percent continued on to major in the language at the undergraduate level and 34 percent reported using a world language at work. The most frequently spoken languages at work were Spanish (46 percent), Chinese (28 percent), and Arabic (18 percent). When asked how their participation in STARTALK impacted their education and/or career, alumni reported that, in addition to improving their knowledge of the language (79 percent) and encouraging further language study (66 percent), the
program created more career opportunities (34 percent) and deepened their cultural awareness and appreciation (75 percent). When asked how STARTALK has influenced their world view, alumni reported STARTALK as a motivating factor in their improved appreciation of other cultures and in planning to study or travel abroad (Figure 1).

This self-reported data suggests that STARTALK has had an impact on students’ educational and professional paths.

**Teacher Impact**

Over the years, STARTALK teachers have consistently reported the transformative impact STARTALK has had on their teaching and career. The impact of STARTALK on its teacher participants has an exponential reach. In 2016, as in past years, the majority of STARTALK teacher participants responding to the post-program survey reported that they would be teaching their STARTALK language in the coming academic year (77 percent). Collectively in 2016, these educators reported that they would teach an estimate of 26,771 to 40,900 students this academic year. Assuming these teachers will take what they learned in their STARTALK programs to the classroom, the impact is significant.

**Program Impact**

STARTALK also surveys its program directors annually to learn how STARTALK has impacted their communities. Program Directors have reported that STARTALK has influenced the initiation of 245 academic-year programs. In addition to the students who plan to continue their language study after attending a STARTALK program and those who will learn from teachers who participated in STARTALK professional development programs, this academic year, the programs have reached an even higher number of students. National Foreign Language Center researchers are currently delving deeper into this data to learn how these programs began to provide more information to the field on successful academic program initiation.

**A Stellar Past, a Brighter Future**

As STARTALK enters into its next 10 years, its focus remains on providing quality summer language experiences for students K-16 and effective professional development for teachers of world languages. The maturity of the program has led to increased attention to infrastructure building and sustainability. To have a lasting impact on the language teaching and learning sphere in the United States, infrastructure building is key. Although the future is unknown, it is certain that STARTALK has left its mark and the reverberations of its success in the world language education field will be felt for years to come.

- By Nicole Rumeau

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

AATMG continuous to connect Modern Greek language educators nationally and internationally. The AATMG network has become stronger by establishing collaborations and by sharing information and resources among its members. We have been working with schools around the country offering seminars on best practices in teaching Modern Greek at all levels, helping with developing and archiving educational materials, and assisting with language testing and assessment of programs, as well as uses of technology to improve language learning.

AATMG participates annually in the ACTFL convention in November, as well as the NCOLCTL conference in April. The organization provides support for young scholars in the field of Modern Greek Language Education and is an advocate of activities that promote their work.

In June of 2016 and as part of the Organization’s professional development activities, AATMG representatives met with Directors of Greek Schools in Northern California to discuss plans for a series of seminars and workshops on “Proficiency and Assessment within the American and European Frameworks”. Discussions led to the commitment to have quarterly seminars and invite members to share their expertise.

In January of 2017, Eva Prionas, AATMG President, held the first seminar in the series with the title “Modern Greek Language Education in the US”, at Stanford University. The seminar attendees discussed issues of common concern for teachers as well as programs, and explored strategies that enhance the Modern Greek language learning experience. Activities to promote collaboration among programs and interaction among colleagues have been followed with planning for events, workshops and mini conferences. One of the topics to be addressed in the next series of seminars is the implementation of the National Standards for Modern Greek language learning and teaching.

AATMG is committed to supporting a professional community with benefits to both teachers and students. We are looking forward to welcoming new members and connecting and sharing information to advance the field of Modern Greek language education. To receive information regarding AATMG activities and events, please visit AATMG.org or contact eprionas@stanford.edu.

**Eva Prionas, Ph.D. Stanford University President, AATMG January 2017**

**NEWS FROM CHINESE LANGUAGE TEACHERS ASSOCIATION, USA**

The year 2016 witnessed another year of success and growth for the Chinese Language Teachers Association, USA (CLTA). By the end of the year, CLTA reached more than 800 individual members and 11 affiliated regional associations for Chinese language teachers that have about 1,500 members. CLTA offers nine different grants and awards for its members, and publishes its journal and newsletter three times a year, as well as occasional monographs. The following are some highlighted accomplishments of the past year:

In January of 2017, Modern Greek Language teachers of the Bay Area, CA, attended a seminar on Greek language Education at Stanford University in January 2017.

Modern Greek Language teachers of the Bay Area, CA, attended a seminar on Greek language Education at Stanford University in January 2017.
2016 Annual Conference
The Chinese Language Teachers Association, USA (CLTA) successfully held its 2016 annual conference in conjunction with ACTFL in Boston, MA on Nov. 18-20, 2016. The conference featured 50 sessions and 58 presentations with about 210 presenters covering a variety of topics related to Chinese teaching and learning at different levels in various contexts. The conference sponsored two workshops on grammar instruction and the use of technology to teach Chinese writing.

2nd International Symposium on Chinese Language Teaching and Learning
CLTA-sponsored the 2nd CLTA International Symposium on Chinese Language Teaching and Learning which was successfully held at the University of Maryland, College Park, on April 1-3, 2016. About 300 researchers and teachers were in attendance, which included two keynote speeches and two plenary speeches with book exhibitions, 130 paper presentations, 10 workshops, 20 teaching demonstrations, and an information session.

Independent CLTA Annual Conferences
Starting 2018
The majority of CLTA members have voted to hold CLTA annual conferences independently. The first independent CLTA annual conference is scheduled to be held in Washington, D.C. in April 2018.

New Leadership
The beginning of 2017 welcomes some changes in the leadership. Professor Chaofen Sun from Stanford University was elected to serve as the new President of the Association to lead the Board and general members to continue the tradition and launch new initiatives. With Prof. Zheng-sheng Zhang from San Diego State University stepping down as the Editor of the Association’s flagship Journal of Chinese as a Second Language – the Journal of the Chinese Language Teachers Association, USA, Prof. Janet Zhiqun Xing from Western Washington University was appointed as the new editor starting 2017.

New Initiatives
The year of 2016 marked the initiation of CLTA’s National Collegiate Chinese Honor Society. Thirty one candidates from 10 institutions were induced to the Society. In addition, CLTA established 12 special interest groups covering various aspect of Chinese language teaching and research.

Media and Publicity Committee
Chinese Language Teachers Association, USA

NEW DIRECTION OF THE NATIONAL ASSOCIATION OF SELF-INSTRUCTIONAL LANGUAGE PROGRAMS (NASILP)

The National Association of Self-Instructional Language Programs (NASILP) would like to announce plans for revision and renovation to improve our contribution to the language education field of Less Commonly Taught Languages in the USA.

NASILP was founded in the pre-internet period to support many institutions wishing to start self-study language programs using native speaking tutors along with an external examiner system. This system has been active for more than 40 years to date. The NASILP Secretariat at the University of Arizona, under the leadership of Dr. Alex Dunkel, has contributed tremendously to the development of LCTL education.

In November 2016, the Board of Directors agreed to change the secretariat from The University of
Arizona to The University of South Alabama (USA) with the Executive Director, Koji Arizumi, and a new secretary, Mrs. Jenny Faile, who is the director of the SILP Program in the USA.

The officers and the board members of NASILP are ready to redevelop NASILP with new strategies fit for the internet age, since a majority of the external examiners are already using Skype and other online tools for their interview exams. Some member institutions are familiar with online tutoring systems to broaden the capacity and quality of the language classes as well. We believe there is a high potential of technology use with self-instructional systems among our member institutions.

In 2017, NASILP will promote creative and flexible approaches to ensure more students of languages in our member institutions have opportunities to learn the various languages they want. The statement “Anyone can learn any language anywhere” shall be possible. The statement will become possible when we are open to 21st century technology and diverse methodologies fit to more individual students to acquire language ability.

Please join us. Together, we can all share ideas for the future of LCTL education in the USA. If you have any questions, please do not hesitate to contact us through http://nasilp.net/contact-us

OR

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By Koji Arizumi
NASILP Executive director
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<table>
<thead>
<tr>
<th>Past Presidents</th>
<th>Years</th>
</tr>
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<tbody>
<tr>
<td>Teresita Ramos</td>
<td>1990 - 1993</td>
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<td>Eyamba Bokamba</td>
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<td>2004 - 2006</td>
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Justin Rudelson
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Membership Benefits

- Free subscription to the NCOLCTL Newsletter
- Member-only news and information
- Member-only discounts on:
  - NCOLCTL Annual Conference
  - NCOLCTL Workshops
  - NCOLCTL Online Teacher Training Course
- Opportunity to present at the NCOLCTL Annual Conference
- Opportunity to win the NCOLCTL First-time presenter Award
- Belong to a professional national organization (solely focused on LCTLs)
- Opportunity to connect with other LCTL professionals
- Add your voice as NCOLCTL speaks up for LCTLs
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