

NCOLCTL NEWSLETTER

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NATIONAL COUNCIL OF ORGANIZATIONS OF LESS COMMONLY TAUGHT LANGUAGES

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AFRICAN LANGUAGE TEACHERS ASSOCIATION · AMERICAN ASSOCIATION OF TEACHERS OF ARABIC
AMERICAN ASSOCIATION OF TEACHERS OF KOREAN · AMERICAN ASSOCIATION OF TEACHERS OF TURKIC LANGUAGES
AMERICAN ASSOCIATION OF TEACHERS OF SLAVIC AND EAST EUROPEAN LANGUAGES
AMERICAN COUNCIL OF TEACHERS OF RUSSIAN · ASSOCIATION OF TEACHERS OF JAPANESE
CANTONESE LANGUAGE ASSOCIATION · CHINESE LANGUAGE ASSOCIATION OF SECONDARY-ELEMENTARY SCHOOLS
CHINESE LANGUAGE TEACHERS ASSOCIATION · COUNCIL OF TEACHERS OF SOUTHEAST ASIAN LANGUAGES
NATIONAL ASSOCIATION OF PROFESSORS OF HEBREW · NATIONAL ASSOCIATION OF SELF-INSTRUCTIONAL LANGUAGE PROGRAMS
NATIONAL COUNCIL OF JAPANESE LANGUAGE TEACHERS · NORTH AMERICAN ASSOCIATION FOR CELTIC LANGUAGE TEACHERS
NORTH AMERICAN ASSOCIATION OF TEACHERS OF CZECH · NORWEGIAN TEACHERS ASSOCIATION OF NORTH AMERICA
SOUTH ASIAN LANGUAGE TEACHERS ASSOCIATION

THE FIFTH ANNUAL NCOLCTL CONFERENCE APRIL 12-14, 2002

The Annual NCOLCTL conference will take place April 12-14, 2002 in Washington DC. The conference theme is ***“Focus on Teacher Preparation and Professional Development for the Less Commonly Taught Languages.”*** *Plenaries include:*

- “A Perspective on the Development of an LCTL Field: African Language Teaching”** *Eyamba Bokamba, University of Illinois*
- “Towards National Standards in Foreign Language Education”** *Christine Brown, American Council on the Teaching of Foreign Languages*
- “A Distance Education Tool for the Professional Development of Teachers of the LCTLs: LangNet”** *Michael Everson & Leslie Schrier, University of Iowa, and Charles James, University of Wisconsin, Madison*
- “National Need and National Response”** *Robert Slater, National Security Education Program*

See the full conference schedule and registration information inside this newsletter!

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≡ NCOLCTL PRESIDENT'S MESSAGE: 2002

During the past year, the topic of foreign language knowledge and ability in the United States has been written about and discussed in public forums more than any time in my memory. A common theme has been to decry the lack of enough people with superior language skills in the federal government and, by extension, the low number of advanced language students at our universities and colleges. This has especially been obvious since the terrible events of last September 11, but it had begun in the fall of 2000. The following are only a few of many examples.

On September 14 and 19, 2000, two days of hearings were held before the Senate Subcommittee on International Security, Proliferation and Federal Services on the topic of "Foreign Language Capabilities in the Federal Government," where testimony was provided by representatives of the Departments of State, Defense, and Education, and the CIA and FBI, which led to articles like one in *Government Executive* titled "Committee Finds Government's Language Skills Lacking," and in the *Washington Post* titled "On the CIA's Most Wanted List: Translators" (Oct 27). The latter article described "a dire shortage of translators and line employees proficient in the [less commonly taught] languages."

On October 12, 2000, the Defense Department publication *Inside the Pentagon* reported that "foreign language capabilities of U.S. citizens are generally poor compared to the rest of the world due to little and disparate emphasis on foreign language education in elementary and secondary education and a lack of resources." It asserted that "the lack of... particularly advanced language skills among professionals in the federal government is indeed an issue of U.S. national security."

On February 15, 2001, a blue-ribbon National Commission on National Security in the 21st Century, which was chaired by former Senators Gary Hart and Warren B. Rudman, issued its report: *Road Map for National Security: Imperative for Change*. The critical need to invest

in language education is stated at several points in the 129-page report, which identifies a "government need [for] high-quality people with expertise in the social sciences, foreign languages and humanities." The report goes on: "The decreased funding available for these programs from universities and foundations may threaten the ability of the government to produce future leaders with the requisite knowledge—in foreign languages ... — to meet 21st century security challenges." (p.88)



Frederick H. Jackson

Since the destruction of the World Trade Center this past September, many articles have appeared across the United States and, indeed, around the world that have focused on the nation's government's critical lack of sufficient individuals with very high-level proficiency in such languages as Arabic, Pashtu, Farsi, and Urdu, to name only a few. The ERIC Clearinghouse on Languages and Linguistics has posted in its December 2001 Online Newsletter an excellent feature article by Sally Morrison entitled "9/11 Brings U.S. Defense Language Needs Into Focus," in which she summarizes the main points of 13 such articles, editorials and reports. (See <http://www.cal.org/ericcll/langlink/deccurrent2.html>.) A few other major news articles that have addressed this issue since 9/11 include:

- "FBI Issues Call for Translators to Assist Probe Investigation: Those Who Speak Arabic, Persian or Afghan Language Needed, But Some are Wary of Helping" (*Los Angeles Times*, September 18, 2001)
- "Wanted: Speakers of Arabic, Farsi: People Fluent in the Languages are in Short Supply in the U.S." (*San Francisco Chronicle*, Sept. 19)
- "U.S. Message Lost Overseas" (*Washington Post*, October 14)
- "Not Just a Lack of Intelligence, a Lack of Skills" (*Washington Post*, October 20)

On January 16, a "National Briefing on Language and National Security" was held at the National Press Club of Washington, D.C., under the sponsorship of the National Foreign

Language Center and the National Security Education Program. The transcript, available from the NFLC, is important for anyone interested in our nation's language needs and in how to meet them. Here are three of the quotes that especially caught my attention:

- *“In the changing world environment, the levels of language expertise that were adequate in years past don't cut it today.”* (Christopher Mellon, quoted by Robert Slater)
- *“We need to reorient our thinking to see language as a tool, not an end in itself: a tool which allows the professional healthcare worker, economic development expert, policeman ... to conduct his business effectively with the counterparts that he is going to work with.”* (Ambassador James Collins)
- *“We must underscore that quick fixes will not work. Serious problems, particularly those that have existed for decades, require serious solutions ... we must view language expertise as an applied skill that a professional brings to the job. It is not enough to have a basic familiarity in this skill. We would not accept that in other skills. It takes years to develop functional language expertise.”* (Robert Slater; my emphasis)

One of the points that all of the speakers were in full agreement on was that ordinary university study of a language—even the four years of a major—is almost never enough preparation to enable an individual to use the language professionally. This is especially true for the less commonly taught languages. To be truly proficient in these languages, a learner has to spend more time in learning them than our current system provides. This can be done by starting language learning much earlier or by extending it well beyond undergraduate study, preferably both. The ERIC Clearinghouse recently published the report *Foreign Language Teaching: What the United States Can Learn from Other Countries* in which the authors surveyed the characteristics of 19 countries with successful foreign language education programs and developed nine generalizations of how the U.S. might improve. One of these is to start foreign language earlier, in primary school. Strikingly, the United States begins foreign language study at an age older by at least two years than any of the countries

surveyed in the report. Equally striking, 15 out of the 17 countries reporting have made foreign language study a compulsory “core” subject in public education, and this is also a recommendation of the report. Fully one-third of the countries have compulsory study of **at least two** foreign languages. (See: Pufahl, I, N.C. Rhodes, and D. Christian. 2000. *ERIC Clearinghouse on Languages and Linguistics.*)

Government language training institutions like FSI and DLI have determined from experience that for an adult native English speaker to learn one of the less commonly taught languages to the threshold of professional proficiency will take a good language learner approximately 1,100 hours of classroom study and another 800 hours of self-study (homework) and four other languages—Arabic, Chinese, Japanese and Korean—take up to twice as long. This figure refers to intensive daily study in classes of six students or fewer. The government schools have determined that larger classes are much less efficient in developing the ability to use language as a tool. In a regular school curriculum—K-12 or college—a foreign language learner is fortunate to have as many as 100 class contact hours in a year, which implies the need for as many as **11 years** of study of a language like Russian or Thai or Turkish in order to approach the level required to begin to carry out basic professional language tasks. For a learner to prepare to perform the kind of very advanced professional work needed by our government and nation would require additional years of study, much of it in the country or countries where the language is spoken.

Part of our tasks as LCTL professionals is, yes, to begin to plan for programs to meet these national needs, including how to better serve our rich communities of heritage learners. Another part, the most pressing part for us now, is for each of us to find ways to communicate clearly to non-language people in positions of responsibility what we, as experts, know that it will take in resources and investment to make it possible for the United States to address the needs.

NEWS FROM NCOLCTL AFFILIATES

NEWS FROM CLASS & CLTA

CHINESE LANGUAGE ASSOCIATION OF SECONDARY-
ELEMENTARY SCHOOLS
CHINESE LANGUAGE TEACHERS ASSOCIATION

The Henry Luce Foundation has recently made an award to the NCOLCTL to fund a field-wide research and development program to strengthen Chinese language instruction in the US. The Luce Foundation grant will encompass a three-year period of time and will total \$360,000.

The project, The Chinese Language Field Initiative, will be led by the Chinese Language Teachers Association (CLTA) and the Chinese Language Association of Secondary-Elementary Schools (CLASS). Administrative support will be provided by NCOLCTL and consultative expertise by the National Foreign Language Center. The initiative will strengthen the architecture of the Chinese language field at the post-secondary level, and ultimately in all instructional settings, by

- 1) *enabling and sustaining field-based collaborative strategic planning,*
- 2) *performing critical research on the strengths and needs of the Chinese language field, and*
- 3) *developing a national collaborative mechanism for field and program development through resource sharing.*

Scott McGinnis
NCOLCTL Executive Director

NEWS OF THE NAACLT

NORTH AMERICAN ASSOCIATION FOR CELTIC
LANGUAGE TEACHERS

The Seventh Annual NAACLT Meeting took place in Jersey City from June 8-10, 2001 at St. Peter's College, just beside New York City. This was one of our more international gatherings with American and Canadian members comparing notes with speakers from Ireland, the Isle of Man, Scotland, and Wales. Our keynote speakers included Dr. Kenneth

Nilsen of St. Francis Xavier University, Nova Scotia and Mrs. Ethel Brogan of Daltaí na Gaeilge, New York. The conference was co-sponsored by two regional cultural groups which aided greatly in advertising, getting volunteers, and providing local musicians as needed. Cultural activities included viewing Riverdance on Broadway and an all-day visit to Ellis Island which is located between Jersey City and Manhattan. Unfortunately, the venue of this great gathering brought the sadness, fear, and loss of the events of 9/11/01 even closer to our hearts. Next summer's conference will turn north to Canada. Please visit our website, <http://www.naaclt.org>, for more information.

In addition to conferences, the other major activity of NAACLT is publishing research in our field. In addition to a quarterly newsletter, NAACLT also publishes an annual peer refereed journal, the Journal of Celtic Language Learning. Volume 6 (2001), a thematic issue, focuses on acquiring Celtic languages as first languages. Volume 7 (2002) will return to the format of a 'singles' issue with articles on a variety of areas related to Celtic language learning.

NAACLT successfully competed for a NCOLCTL mini-grant this year. The proposal written by NAACLT member Thomas Ihde sought publication funds to enable field analyses to be reproduced for each of the six Celtic languages. JCLL Co-Editors Nancy Stenson and Muiris Ó Laoire are administering the mini-grant and report that they already have two of the field analyses completed by experts in the field. It is very difficult for NAACLT members, most of whom specialize in only one Celtic language, to stay current on language learning and teaching advances in the other five Celtic languages. It is hoped that these six field analyses will aid NAACLT members to better understand our similarities and differences as North American Celtic language teachers.

Thomas W. Ihde
NAACLT Representative to NCOLCTL

NEWS FROM AATA

AMERICAN ASSOCIATION OF TEACHERS OF ARABIC

The Arabic field in the US and other English-speaking countries has developed significantly to warrant a document developed by practicing experts in the field that lays out professional standards. Implied in the standards are such topics as teacher training, the knowledge base required, skills in instructional methodology and assessment, the use of new digital technology, teaching different levels and ages, the development of advanced skills, distance learning, involvement in action research, and other relevant areas. Once a set of recommendations or guidelines is developed, teacher feedback will be sought for modifications. Then the document may serve as a basis for a certification program sponsored by such organizations as AATA or ACTFL.

Mahdi Alesh
malosh@postbox.acs.ohio-state.edu

NEWS FROM NAATC

NORTH AMERICAN ASSOCIATION OF TEACHERS OF CZECH

2001 saw NAATC making a concerted effort to expand its membership and its activities at home and overseas. An e-mail drive targeting renewals pushed membership to over 200 (an impressive figure, considering that there are only around 50 programs in the US where Czech is taught on a permanent basis). Our annual meeting, held as part of the American Association of Teachers of Slavic and East European Languages (AATSEEL) conference, saw an unprecedented five sponsored panels on: Czech literature, Czech linguistics, the Czech heritage speaker dimension, Central European music and Czech language teaching methods. Thanks to a grant from NCOLCTL, we were able to invite a Czech scholar and pedagogy specialist to take part: Dr. Jitka Kramarova of Charles University, Prague, presented an overview of the Czech-

for-foreigners methods and materials used in her department, bringing an interesting comparative dimension to the panel and the meeting as a whole.

NAATC has continued to publish its newsletter, Czech Language News, and is expanding it to include more reports on the profession and cooperation with related organizations in the US and abroad, as well as more culturally related features of interest to teachers of both language and literature/culture.

Neil Bermel
President, NAATC

NEWS FROM AATSEEL

AMERICAN ASSOCIATION OF TEACHERS OF SLAVIC AND EAST EUROPEAN LANGUAGES

The Polish Language Learning Framework (PLLFF) is one of the language learning frameworks developed under the auspices of NCOLCTL. It is available at: <http://www.councilnet.org/papers/pllf.doc>. The broad mission of the learning frameworks is to provide guidelines to better facilitate, promote and coordinate the teaching and learning of the less commonly taught languages in the United States. Therefore, the broad goal of PLLF is to serve the cause of facilitating, promoting and coordinating the teaching and learning of Polish. The specific goals of PLLF are:

- 1) *to provide a survey and assessment of the current state of Polish teaching and learning;*
- 2) *to provide a framework of theoretical and pedagogical guidelines for Polish language learning, together with a survey and assessment of existing methods and materials;*
- 3) *to provide recommendations to further facilitate the teaching and learning of Polish in the United States.*

Leonard A. Polakiewicz, Waldemar Walczynski
and Joanna Radwanska Williams

NEWS FROM SALTA

SOUTH ASIAN LANGUAGE TEACHERS ASSOCIATION

SALTA held its annual meeting during the 30th Annual Conference on South Asian Studies held at the University of Wisconsin, Madison (Oct, 2001). During the meeting a number of topics ranging from heritage learners of South Asian languages to new challenges faced by the profession in the light of the September 11 event were discussed.

Also, Professors James Gair and Tej Bhatia met on September 13 at Cornell University to discuss the changing face of the teaching of South Asian languages. It was decided that efforts will be made in 2002 to submit a proposal to update the directory of South Asian language programs in the US.

Tej K. Bhatia
Syracuse University

NEWS FROM NASILP

NATIONAL ASSOCIATION OF SELF INSTRUCTIONAL LANGUAGE PROGRAMS

The MaxAuthor program developed in the University of Arizona's Critical Languages Program lets you integrate audio, video, graphics, annotations and exercises into language instruction courseware for delivery on the Internet or via MS-Windows. MaxAuthor 2.5 contains many improvements over version 2.03 and has support for 25 new less commonly taught languages: Albanian, Catalan, Croatian, Czech, Danish, Finnish, Gaelic, Hungarian, Hupa, Indonesian, Kongo, Kurripako, Latin, Luiseno, Nahuatl, Norwegian, Ojibwe, Polish, Romanian, Siswati, Slovak, Slovenian, Swahili, Tagalog, and Xhosa, making a total of 47 languages supported by MaxAuthor. We have some new sample lessons online with video for Croatian and Swahili. It is available for download at <http://cali.arizona.edu/docs/wmaxa/>.

MaxAuthor users worldwide are creating lessons for thousands of students. Some of the users have uploaded MaxAuthor courseware to WebCT and BlackBoard servers. See <http://cali.arizona.edu/docs/wmaxa/news/> for more

information.

The Critical Languages Series CD-ROMs produced in cooperation with NASILP and NSEP are good examples of the kind of materials you can create for your students using MaxAuthor. CALICO and EUROCALL have published extensive reviews of the Beginning Brazilian Portuguese, Cantonese, Chinese, Kazakh, Korean, and Turkish courseware. See <http://clp.arizona.edu/clp/> for more information or contact Phetsamone Darakham at: phetsamo@email.arizona.edu.

Alex Dunkel
University of Arizona

JAPANESE LANGUAGE RESOURCES

The Center for Applied Japanese Language Studies (CAJLS) is developing online assessments and related materials for teachers of Japanese. The assessments are standards-based measurement of student proficiency in reading and writing. Students take the assessments online, and the reading results are available to the teacher right after the test. The teacher can use this information to identify topics or functions that students need to work on. They can then access activities to address those needs. These activities are called *Dynamic Activity Templates* (DATs). Teachers can print out the DATs as they appear on the screen, or they can download them onto their hard drives and customize them according to the needs of their students. DATs are embedded in a planning tool called PEP (*Proficiency, Efficiency, and Planning*), which walks teachers through the same steps master teachers go through when planning a course, a unit, and a lesson. PEP allows teachers to search for activities according to topic, function, purpose, and activity type. This system will start coming online in September 2002. For more details about these services contact Olivia Berkey at: oberkey@oregon.uoregon.edu.

Sachiko Kamioka
University of Oregon

NCOLCTL AFFILIATE PROFILE: CLASS

CHINESE LANGUAGE ASSOCIATION OF SECONDARY-ELEMENTARY SCHOOLS (CLASS)

by Lucy Lee, President of CLASS during 1998-2001

A BRIEF HISTORY ABOUT CLASS

While Chinese language instruction has long been a part of the American education system, it has mainly been confined to the university and post undergraduate level as part of special fields such as literature or history. It is only in the past two decades or so that instruction of Chinese language has been extended to high schools, junior high schools, and even elementary schools. This came about mainly due to the far-sighted and ceaseless effort of the Geraldine R. Dodge Foundation. In 1982, the Dodge Foundation began what is known as the “China Initiative,” a decade long commitment and effort to bring the Chinese language into the main stream of foreign language curriculum in American high schools. Chinese language programs were given a substantial boost when the Dodge Foundation provided funds to sixty secondary schools to introduce or expand their Chinese language programs.

As the Chinese language instruction in high schools began to develop, it became increasingly clear that the high school Chinese teachers needed to form an organization to provide them with professional support. In 1987 at the first high school Chinese teachers’ convention at the Iolani School in Hawaii, the American Secondary School Chinese Language Teachers Association was founded. During the membership meeting in 1989, the official name of the Association “Chinese Language Association of Secondary Schools” was adopted and the Association’s constitution was established. In 1994, the membership

approved the change of the Association’s name to “CHINESE LANGUAGE ASSOCIATION OF SECONDARY-ELEMENTARY SCHOOLS (also know as CLASS)” in response to the professional needs of the increasing number of members who are Chinese teachers at elementary schools across the United States.

MISSIONS AND MEMBERSHIP

CLASS aims to

- (1) *actively promote the teaching and learning of Chinese at K-12 levels;*
- (2) *encourage effective articulation among teachers of Chinese language at all levels; and*
- (3) *establish a national network for sharing and exchanging curricular resources.*

These objectives have been pursued primarily through the Association’s newsletter and regional workshops, and through an annual membership meeting held in conjunction with the national conference of the American Council for the Teaching of Foreign Languages (ACTFL). Any educator who is interested in the teaching and learning of the Chinese language and culture at secondary and elementary schools are welcome to join CLASS. Among the current members, approximately 90% of them are K-12 Chinese teachers, 10% are college professors and educators who are not Chinese teachers but are interested in pre-collegiate Chinese language instruction. The majority of CLASS members reside in the United States, however, about 5% of them reside outside the United States, mainly in Beijing, Hong Kong, and Taipei. In 1993, CLASS established the National Chinese Honor Society to acknowledge the high academic achievement of high school students studying Chinese as a second language. Like other honor societies, the National Chinese Honor Society not only recognizes the high scholastic achievement but also leadership, character, and community service.

COLLABORATION AND PARTNERSHIP

In recent years, CLASS has established itself as a dynamic operational group and has played a leading role in the improvement of the Chinese language in the American public and private schools. CLASS is now a 501(c)(3) organization and a member organization of the National Council of Organizations of Less Commonly Taught Languages (NCOLCT) and the American Council for the Teaching of Foreign Languages (ACTFL). By working closely with the Chinese Language Teachers' Association (CLTA), an organization primarily serving post-secondary Chinese teachers, CLASS has facilitated the articulation process between the pre-collegiate and collegiate Chinese language learning environment. Under the auspices of the National Foreign Language Center, the first summit of the leadership of CLASS and CLTA was held in Washington, D. C. in the spring of 1999. It was the first time that the officers of these two major Chinese organizations have come together for the purpose of setting mutual priorities and pursuing funding options for joint initiative. In August 2001, CLASS leadership participated in the inaugural meeting of the National Chinese Language Commission with CLTA and two national heritage school associations through the Henry Luce Foundation grant awarded to the National Council Organizations of Less Commonly Taught Languages (NCOLCTL).

STANDARDS FOR K-12 CHINESE LANGUAGE LEARNERS

CLASS was one of the principal organizations involved in the development of the national standards for foreign language learning. In the fall of 1995, CLASS launched an important Chinese Standards Project. Since then, CLASS has actively participated in the National Standards in Foreign Language Education Collaborative Project with other national professional organizations of French, German, Italian, Japanese, Latin, Spanish, and

Russian in the development of the language-specific standards and resource materials. *Standards for Chinese Language Learning*, published in 1999, is part of a series of nine language-specific standards documents that complement the *Standards for Foreign Language Learning: Preparing for the 21st Century*. The Chinese standards document took about three years to complete. The feedback solicited through presentations at various state and national conferences, from K-12 Chinese language teachers, college professors and Chinese instructors, as well as specialists in the foreign language field, has been invaluable in honing and refining various sections of the document. It is so crucially important for all CLASS members to put forth a vision of that might be possible if more Chinese programs are initiated at the elementary and middle school levels. The leadership of CLASS was invited by ACTFL and the K-12 National Foreign Language Resource Center at Iowa State University to participate in the New Visions in Foreign Language Education Project in June 2000.

PROFESSIONAL SUPPORT AND TRAINING

CLASS bears a primary responsibility to nurture and in-service K-12 Chinese teachers. It conducted the 1993 and 1995 summer programs at the National Normal University in Taiwan. CLASS continues to forge collaboration and form new partnership with other professional organizations. In the summer of 1997 and 1999, CLASS collaborated with MaFLA (Massachusetts Foreign Language Association) to offer Chinese teachers' immersion program in the New England region. The Global Knowledge Exchange (GKE) has worked with CLASS in seeking ways to enhance the technology as means of communication and as an instructional tool for K-12 Chinese teachers.

During the summer of 2000, CLASS sponsored a summer study program for its members in China. The program included one

week of professional conference and seminars at the Beijing Language and Culture University and a one-week study tour to visit schools and historical sites in Xi'an and Shanghai. CLASS was extremely fortunate to receive generous financial support from the Freeman Foundation, the Global Knowledge Exchange (GKE) Program, the National East Asian Languages Resources Center at Ohio State University, and the East Asian Studies Center at Indiana University. Twenty teachers have received the Freeman Scholarship award during the summer.

In August 2001, CLASS and the Children's Museum in Boston co-sponsored a one and half day workshop in Boston. Twenty-four enthusiastic K-12 Chinese language teachers explored practical ways to challenge student's mind and imagination in learning Chinese through cultural materials presented in the Museum's resource kits and books.

ON-GOING PROJECTS

CLASS is now entering the third year of a collaborative project with the National East Asian Languages Resource Center (NEALRC) at Ohio State University. This three-year CLASS ACT Project has enabled the CLASS leadership to conduct board and membership meetings at ACTFL conferences. It also permitted the Task Force of the CLASS Curriculum Committee to investigate various foreign language teachers' certification procedures and standards that could later be adapted for certifying K-12 Chinese teachers. At the end of the funding cycle, the Curriculum Committee Task Force will prepare a draft of the recommendations for field review and comments.

SERVICE PROVIDER FOR PROFESSIONAL DEVELOPMENT

CLASS is deeply committed to providing continuing professional development opportunities to improve the teaching of the Chinese language and culture in the American schools. CLASS is now an approved service

provider in New Jersey. As a state provider, CLASS has agreed to meet a list of requirements including the responsibility to ensure that all CLASS professional development programs aligned with the New Jersey Professional Development Standards set by the Department of Education. CLASS is responsible to supply each workshop participant and conference attendee with written documentation that includes the number of professional development hours completed by the participating teacher.

UPCOMING EVENTS AND ACTIVITIES

EAST ASIAN LLEEP CONFERENCE

APRIL 12-13, 2002

Working closely with the National East Asian Languages Resource Center (NEALRC) at Ohio State University, CLASS is the co-sponsor for the East Asian LLEEP Conference in Holiday Inn-OSU at Columbus, Ohio. The theme of this year's conference will be focused on Chinese Teachers' Performance Standards & Program Development. CLASS members contact Yu-lan Lin at ylin@bps.boston.k12.ma.us for more information.

K-8 ARABIC, CHINESE, HEBREW, AND JAPANESE: TEACHER PREPARATION

JULY 8-18, 2002

CLASS has been actively involved in the planning of the summer institute organized by the National K-12 Foreign Language Resource Center at Iowa State University, Ames, Iowa. Visit <http://www.educ.iastate.edu/nflrc> for details.

CLASS IN CHINA SUMMER PROGRAM

JULY 22-AUGUST 17, 2002

With the generous support and assistance from the National Office of Teaching Chinese as a Foreign Language in Beijing, CLASS is planning to hold a four-week summer program in Beijing and Yunan from July 22 to August 17, 2002. Further information will be announced in the spring issue of the CLASS News Update. Contact Lucy Lee at llee@livingston.org for details.



NCOLCTL SMALL GRANTS

In the summer 2001, NCOLCTL hosted its first competition for small grants for LCTLs. While the purposes for which the grants will be used vary, the principal criterion for every award was its use for a project that promotes field-building for LCTLs. Each of these one-time only grants is for \$2000 or less. All awardees have provided a significant personal and/or institutional contribution to the success of the proposed project. The grant recipients are required to submit a final report describing how the grant was used, the results of the project, and a copy of any product stemming from the project.

NCOLCTL is pleased to announce the awarding of mini-grants to the following individuals and organizations in 2001:

- **American Council of Teachers of Russian (ACTR)**
Materials Development in Support of the U.S. Olympiada of Spoken Russian
- **Alla Nedashkivska, University of Alberta**
Instructional Materials for Advanced Ukrainian
- **North American Association for Celtic Language Teachers (NAACLT)**
Celtic Language Field Survey and Analysis
- **North American Association of Teachers of Czech (NAATC)**
Guest Speaker at the International Roundtable on Czech Language Teaching Methods
- **Ellen Rafferty, University of Wisconsin**
Website of Indonesian Photographic Images
- **Faye Valtadoros, Lakeview High School, Battle Creek, Michigan**
Professional Development Support for the Japan Foundation Intensive Training Program for Teaching of Japanese
- **Etsuyo Yuasa, The Ohio State University**
Individualized Instruction Materials for Advanced Japanese

To the extent that Council resources permit, the Council hopes to be able to announce similar annual mini-grant competitions in future years to continue to provide seed money support for educators and scholars in the LCTLs. It is anticipated that competition for such grants will henceforth be announced in the spring, with the results known by the end of May.

Final reports that the recipients have submitted electronically may be accessed by clicking on the author's name at the CouncilNet website page at: http://www.councilnet.org/pages/CNet_Announcements.html#smallgrants.

CARLA LCTL PROJECT MINI-GRANTS AWARDED

The LCTL project at the Center for Advanced Research on Language Acquisition just announced the recipients of the third round of LCTL mini-grants held in 2001:

- **Casey Bjerregaard Black, Northern State University**
Contemporary Views of Sjælland (Danish)
- **Pingwen Huang, Northern Illinois University, Online Reading Program for Intermediate and Advanced Learners of Vietnamese**
- **Rama Sohoney, Foreign Service Institute, Hindi, Interactive Reading in Hindi**
- **Frank Smith, Southeast Asian Studies Summer Institute, U of Wisconsin-Madison**
Reading Roadside Signs in Khmer

All materials developed as part of this program will be linked to the LCTL Project Website upon completion at: <http://carla.acad.umn.edu/lctl>. Future grant competitions will be dependent upon funding.



SUMMER INSTITUTE OPPORTUNITIES

AT THE NATIONAL LANGUAGE RESOURCE CENTERS

Each of the nine Title VI Language Resource Centers funded by the U.S. Department of Education is sponsoring a wide variety of summer institutes for language teachers, with special opportunities for LCTL teachers. The full list of offerings can be found on the joint Language Resource Center website located at <http://nflrc.msu.edu>. A small sample of the offerings is listed below:

- **Developing Materials for Less Commonly Taught Languages (LCTLs)**
July 29-August 2, 2002
The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota
- **Developing and Managing a Tutorial-Based Language Program for LCTLs**
August 5-6, 2002
The Center for Language Education and Research (CLEAR) at Michigan State University
- **Multimedia Literacy and Web-based Reading**
July 22-26, 2002
The Language Acquisition Resource Center (LARC) at San Diego State University
- **African Language Material Development Summer Camp**
June 1 - August 31, 2002
The National African Language Resource Center (NALRC) at the University of Wisconsin-Madison
- **Teaching and Learning Strategies: Arabic K-12**
July 1, 2002
The National Capital Language Resource Center (NCLRC), a joint program of Georgetown University, The George Washington University and the Center for Applied Linguistics
- **Training Programs for Teachers of Chinese/Japanese**
June 24 to August 8, 2002
The National East Asian Language Resource Center (NEALRC) at The Ohio State University
- **Heritage Learners and National Language Needs (symposium)**
June 19-21, 2002
The National Foreign Language Resource Center (NFLRC) at the University of Hawai'i
- **K-8 Arabic, Chinese, Hebrew, and Japanese Teacher Preparation**
July 8-18, 2002
The National K-12 Foreign Language Resource Center at Iowa State University
- **Slavic and East European Languages: Acquisition, Techniques, and Technologies**
July 8-17, 2002
The Slavic and East European Language Resource Center (SEELRC), a joint program of Duke University and the University of North Carolina - Chapel Hill



LRC RESOURCES FOR LCTL TEACHERS

All nine of the Language Resource Centers (LRCs) funded by the U.S. Department of Education offer many resources for LCTL teachers including publications, curriculum materials, professional development opportunities, journals/newsletters, and more. Many of the LRCs have active partnerships with NCOLCTL affiliates.

The following section highlights just a few of the resources available for LCTL teachers through the LRCs. More can be found on the individual LRC websites or on the joint LRC website located at: <http://nflrc.msu.edu>

CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION (CARLA) <http://carla.acad.umn.edu>

DATABASES OF LCTL OFFERINGS IN NORTH AMERICA

The databases list courses in K-12, colleges and universities in North America, as well as distance education programs that teach 375 LCTLs during the academic year, with a special database of LCTL summer programs. Each database provides contact information, levels and frequency offered, and web sites wherever possible and can be found at: <http://carla.acad.umn.edu/lctl/access.html>

VIRTUAL PICTURE ALBUM & VIRTUAL AUDIO VIDEO ARCHIVES

The VPA is a collection of royalty-free graphics which includes photographs from the Basque Country, China, India, Israel, Ireland, Norway, Poland, Portugal, and Tunisia for teachers to use when they create exercises for their classes. The VAVA includes audio clips of native speech, which teachers can use for creating listening activities. Pictures from the VPA can be combined with audio clips.

VPA: <http://carla.acad.umn.edu/VPA/vpa.html>

VAVA: <http://carla.acad.umn.edu/VAVA/vava.html>

LCTL LISTSERVS

The LCTL Project at CARLA sponsors e-mail discussion lists for teachers of several LCTLs, as well as one for LCTLs in general.

To subscribe to LCTL-T, celtic-t, dutch-t, hebrew-t, hindi-t, korean-t, nordic-t, or polish-t, send an e-mail message to:

listserv@tc.umn.edu with the message:

subscribe <name of list> <your names>

CENTER FOR LANGUAGE EDUCATION AND RESEARCH (CLEAR) <http://clear.msu.edu>

AFRICAN LANGUAGE TUTORIAL GUIDE & VIDEO

This guide is for use in all African language classrooms with special attention to classes taught in tutorial settings with information about communicative language learning as well as lesson plans for beginners and intermediate and advanced language learners. Contact CLEAR at clear@msu.edu to receive your complimentary copy.

BUSINESS CHINESE CD-ROM

This CD-ROM multimedia program is for elementary learners of Mandarin Chinese with an emphasis on language for business communication. For more information visit <http://clear.msu.edu/chinese/>.

TASK-BASED COMMUNICATIVE GRAMMAR ACTIVITIES FOR JAPANESE AND THAI

These handbooks provide instructors of Japanese or Thai with instructions and materials for using task-based activities in a communicative classroom. For more information visit <http://clear.msu.edu/tasks/>.

LANGUAGE ACQUISITION RESOURCE CENTER (LARC)

<http://larcnet.sdsu.edu>

DIGITAL MEDIA ARCHIVE

The Digital Media Archive houses a wide array of authentic materials that can be used in the LCTL classroom. The online materials consist of text, graphics, audio, and video components and are currently available in Chinese, Farsi, Japanese, and Korean. Visit the website at <http://larcdma.sdsu.edu> for more information.

NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC) <http://african.lss.wisc.edu>

AFRICAN LANGUAGE MATERIALS FOR TEACHING AND LEARNING

NALRC has developed many resources for African language teachers including Learners Reference Grammars in Swahili, Pulaar, Bambana, Yoruba, Sesotho, Chichewa, Twi, and Zulu. Their publications also include “*African Languages in U.S. Colleges and Universities: Program Development and Administration Guidelines*” and “*African Language Material Development Guidelines and African Language Classroom Management.*” NALRC also offers many professional development opportunities for African language teachers.

NATIONAL CAPITAL LANGUAGE RESOURCE CENTER (NCLRC) <http://www.cal.org/nclrc/>

LANGUAGE PROFICIENCY TESTS

NCLRC along with the Center for Applied Linguistics has created a series of Simulated Oral Proficiency Interviews for Arabic, Chinese (Mandarin & Cantonese), Hausa, Hebrew, Indonesian, Japanese, and Portuguese. They have also developed tests of reading and listening proficiency for Arabic, Chinese (Mandarin & Cantonese), Hindi and Polish. In addition, the NCLRC has also developed a database of assessments for over 70 languages. See <http://www.cal.org/nclrc/redat.htm>.

NATIONAL EAST ASIAN LANGUAGE RESOURCE CENTER (NEALRC) <http://flc.ohio-state.edu/nflrc/>

PROJECTS AND INITIATIVES

Projects at the NEALRC fall into and often cross over between the general categories of materials development, teacher training, language institutes and publications. Some of NEALRC’s language-specific resources include: *Chinese CAT Listening Comprehension Test*, *Straight Talk: China Central TV Video Training Modules*, *Korean Individualized Instruction Materials*, and a *Noh CD-ROM*. NEALRC also offers intensive summer institutes for teachers and learners of East Asian languages.

NATIONAL FOREIGN LANGUAGE RESOURCE CENTER (NFLRC) <http://nflrc.hawaii.edu>

NFLRC PUBLICATION SERIES

The NFLRC publishes a extensive range of publications and classroom materials for less commonly taught languages. One of their most recent technical reports, written in Korean, is entitled “*Studies on Korean in Community Schools*” by Lee, Cho, Lee, Song, and O’Grady (Eds.). Another report entitled “*A communicative framework for introductory Japanese language curricula*,” created by the Washington State Japanese Language Curriculum Guidelines Committee, was published by the NFLRC in 2001. For a full list of their publications see: http://nflrc.hawaii.edu/publication_home.cfm

NATIONAL K-12 LANGUAGE RESOURCE CENTER

<http://www.educ.iastate.edu/nflrc/>

K-8 ARABIC, CHINESE, HEBREW, AND JAPANESE: TEACHER PREPARATION SUMMER INSTITUTE

This institute will enhance the skills of teacher educators and supervisors who prepare pre-service and in-service Arabic, Chinese, Hebrew, and Japanese teachers for the K-8 level, especially those who have little or no personal experience with elementary school students.

SLAVIC AND EAST EUROPEAN LANGUAGE RESOURCE CENTER (SEELRC) <http://www.seelrc.org>

RESOURCES FOR TEACHERS

SEELRC’s website features links to teacher resources for each of their constituent languages. Detailed resources include websites, syllabi, authentic materials for use in the classroom, and links to other organizations. For the full list visit the website at <http://seelrc.org/> and click on Resources.



≡ NCOLCTL Book Notices

PLANNING LESSONS AND COURSES: DESIGNING SEQUENCES OF WORK FOR THE LANGUAGE CLASSROOM. TESSA WOODWARD. CAMBRIDGE UNIVERSITY PRESS. 2001.

Under the general series editorship of Penny Ur, the Cambridge University Press “Handbooks for Language Teachers” provide professional practitioners with several highly practical and useful teaching ideas. Unlike many teacher resource books, moreover, which focus so strongly on the teaching of English as a second or foreign language that it can be difficult for teachers of the less commonly taught languages to see their potential relevance, the value of most of the volumes in this series will be clear almost immediately. Although almost all of them are excellent, some of the ones I have used for LCTL classes are *Five-Minute Activities* by Ur and Wright, *The Standby Book* by Lindstromberg, *Lessons from Nothing* by Marsland, and *Keep Talking* by Klippel. I expect that *Planning Lessons and Courses* (PLC) by Tessa Woodward will become my favorite of all of them.

The first thing a reader is likely to notice about PLC is its informal and collegial tone. For a language teacher to read it is to have an engaging and often funny chat with another teacher who has done a lot of enlightening thinking about what goes on in classrooms, but who has the great good taste to avoid dropping into the lecture mode to talk about her ideas. The following excerpt will give a taste of her writing:

By ‘planning,’ I mean what most working teachers do when they say they’re planning their lessons and courses. Thus, I take planning to include the following: considering the students, thinking of the content, materials and activities that could go into a course or lesson, jotting these down, having a quiet ponder, cutting things out of magazines and anything else that you feel will help you to teach well and the students to learn a lot.... I also take it as given that

plans are just plans. They’re not legally binding. We don’t have to stick with them come hell or high water. They are to help us shape the space, time and learning we share with students. We can depart from them or stick to them as we, the students and the circumstances seem to need. (p. 1)

PLC has a superb 14-page introduction (including a thoughtful set of 11 criteria for a “good” language lesson or course where there is “plenty of language learning going on,”) followed by eight chapters. Chapter titles are formulated as questions and include: “Who are the Students?”; “What Can Go Into a Lesson?”; “How Do People Learn and So How Do We Teach?”; “What Can We Teach With?”; “What Are Our Freedoms and Constraints?”; etc. Each chapter is rich in examples of planning and suggested class activities. Appearing frequently are brief reflective quotes from teachers about their own experiences. Also appearing throughout the book is thought-provoking exploration of a “gardening metaphor” for what goes on in a lesson or course.

In the chapter on “How Do People Learn...?” the author makes the claim that “there are four main ways of working in the language classroom:

- 1) *helping students to find out for themselves,*
- 2) *making things plain to them,*
- 3) *allowing for periphery learning, and*
- 4) *encouraging students to use and refine their understanding.” (p. 123)*

She then looks at four common instructional sequences (e.g., Present-Practice-Produce, Task-Based-Learning) to explore the differing strengths of those sequences. Her point is not to say that one is “right” and another “wrong,” but to help provide the reader with ways to decide what might be a good approach for a particular class for the learning of particular content.

I read PLC the first time on a three-hour airplane flight, and when I got home I immediately read it again and marked several

parts that I especially like. I keep it on my desk, and I expect to refer to it again often. It is a great read that provided me, at least, with some new insight into language teaching. It also has a short but outstanding bibliography of other excellent teacher resources. I highly recommend it.

Frederick H. Jackson

TRANSLATING AND INTERPRETING IN THE FEDERAL GOVERNMENT. THEODORE CRUMP (COMPILER). 2001. AMERICAN TRANSLATORS ASSOCIATION.

This important report was put together painstakingly in the compiler's spare time during the period 1998-2000, with support and assistance from the National Foreign Language Center, the Society of Federal Linguists, and the federal Interagency Language Roundtable. Although there have obviously been changes to our national priorities since the events of September 11, 2001, which occurred after the report was completed, it still provides the best available data on foreign language needs and capacities throughout the federal government, including outsourced procurement, work opportunities and which languages are especially in demand. It thus provides language students (and faculty) with information about possible language careers in the federal government.

Data for more than 80 federal agencies are provided in the report, including agencies within the Departments of Agriculture, Commerce, Defense, Energy, Health and Human Services, Interior, Justice, State, Transportation, Treasury, and Veterans Affairs. Also included is information about the Central Intelligence Agency and Foreign Broadcast Information Service and such independent agencies as the Environmental Protection Agency, Library of Congress, Peace Corps, U.S. Postal Service, National Science Foundation and N.A.S.A. As might be imagined, data for some agencies are very limited (e.g., CIA), while those for other agencies are quite com-

plete (e.g., FBI, the U.S. Courts). Data were obtained by questionnaire, interview, and published sources. All agencies were asked to review and confirm the information, and some substantially re-wrote it.

The book is available directly from the American Translators Association by sending an email to *maggie@ata.org*. It is a reference that should be made available to students and faculty at any institution where less commonly taught languages are taught.

Frederick H. Jackson

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*Associate for Less Commonly Taught Languages,
National Foreign Language Center*



UPCOMING CONFERENCES

March 7-9, 2002

Georgetown University Round Table on Language & Linguistics (GURT) 2002

Washington, DC

Contact: GURT 2000, Georgetown University

E-mail: gurt@georgetown.edu

Web: <http://www.georgetown.edu/departments/linguistics/news/GURT%202002.htm>

March 21-23, 2002

African Language Teachers Association

Athens, OH

Contact: John Mugane or Pat Davidson, Ohio Univ.

E-mail mugane@ohio.edu or davidson@ohio.edu.

Web: http://www.ohiou.edu/alta/alta_2002.html.

March 22-24, 2002

Annual Conference on African Linguistics

Athens, OH

Contact: John Mugane or Pat Davidson, Ohio Univ.

E-mail mugane@ohio.edu or davidson@ohio.edu.

Web: http://www.ohiou.edu/alta/acal_2002.html.

April 4-7, 2002

Association for Asian Studies Annual meeting

Washington, DC

Contact: Karen Fricke

Tel. (734) 665-2490. Fax (734) 665-3801.

E-mail kfricke@aasianst.org

Web: <http://www.aasianst.org/>

April 6-9, 2002

American Association for Applied Linguistics Annual conference

Salt Lake City, UT

Contact: AAAL

Tel. (612) 953-0805, Fax (612) 431-8404

E-mail aaaloffice@aaal.org

Web: <http://www.aaal.org/>

April 12-13, 2002

East Asian LLEEP Conference

Columbus, OH

Contact: u-lan Lin

ylin@bps.boston.k12.ma.us

April 12-14, 2002

National Council of Organizations of Less Commonly Taught Languages

5th National Conference

Arlington, VA

Contact: Scott McGinnis, NFLC

Tel. (301) 403-1750 x18. Fax (301) 403-1754

E-mail: smcginnis@nflc.org

Web: <http://www.councilnet.org/>

April 18-21, 2002

Northeast Conference on the Teaching of Foreign Languages

New York City, NY

Contact: Northeast Conference, Dickinson College Tel.

(717) 245-1977. Fax (717) 245-1976

E-mail: nectfl@dickinson.edu.

Web: <http://www.dickinson.edu/nectfl>

May 2-4, 2002

Society for the Advancement of Scandinavian Study

Salt Lake City, Utah

Contact: SASS

E-mail: sass2002@byu.edu

Web: http://www.byu.edu/sasslink/documents/sass_conference_about.html

May 24-26, 2002

North American Association of Celtic Language Teachers Meeting

Nova Scotia, Canada

Contact: Thomas W. Ihde, Lehman College-CUNY, Tel.

(718) 960-6776

E-mail: tihde@lehman.cuny.edu

Web: <http://www.naaclt.org>

June 17-19, 2002

National Association of Professors of Hebrew

International Conference on Hebrew Language and Literature

Beer Sheva, Israel

Contact: NAPH, Univ. of Wisconsin-Madison

Tel. (608) 262-3204, Fax (608) 262-9417

E-mail: naph@mhub.facstaff.wisc.edu

July 12-14, 2002
**Council of Teachers of Southeast Asian Languages
COTSEAL/SEASSI Annual Conference on SE Asian
Applied Linguistics and Language Teaching**
Madison, WI
Contact: Prawet Jantharat, Foreign Service Institute
E-mail: jantharatp2@state.gov

July 22-August 17, 2002
CLASS in China Summer Program
Contact: Lucy Lee llee@livingston.or

October 11-13, 2002
Conference on South Asia
Madison, WI
Contact: Center for South Asia
Tel. (608) 262-4884
E-mail: info@southasia.wisc.edu
Web: <http://www.wisc.edu/southasia/>

October 18-20, 2002
Heritage Languages in America Conference
Washington, DC
Contact: Scott McGinnis, NFLC
Tel. (301) 403-1750 x18, Fax (301) 403-1754
E-mail: smcginnis@nflc.org
Web: <http://www.cal.org/heritage/conf2002.html>

November 1-2, 2002
**National Association of Self-Instructional Language
Programs**
Arlington, VA
Contact: Alex Dunkel, U of Arizona
E-mail: adunkel@u.arizona.edu

November 22-24, 2002
**American Council on the Teaching of Foreign
Languages (ACTFL)**
Salt Lake City, UT
Contact: ACTFL
Tel. (914) 963-8830, Fax (914) 963-1275
E-mail: actflhq@aol.com
Web: <http://www.actfl.org/>

November 21-24, 2002
**Chinese Language Teachers Association
Meeting in conjunction with ACTFL**
Salt Lake City, UT
Contact: Center for Chinese Studies
Tel. (808) 956-2692. Fax. (808) 956-2682
E-mail: cyndy@hawaii.edu
Web: <http://clta.deall.ohio-state.edu/meeting.htm>

November 22-24, 2002
**National Council of Japanese Language Teachers
Meeting in conjunction with ACTFL**
Salt Lake City, UT
Contact: NCJLT
Tel. (303)492-5487, Fax. (303) 492-5856.
E-mail: ncjlt@hotmail.com
Web: <http://www.colorado.edu/ealld/atj/ncjlt/>

November 23, 2002
**American Association of Teachers of Arabic
in conjunction with Middle East Studies Association**
Washington, DC
Contact: John Eisele, College of William & Mary
Tel. (757) 221-3145
E-mail: jceise@facstaff.wm.edu
Web: <http://www.wm.edu/aata/>

November 23-26, 2002
**American Assoc. of Teachers of Turkic Languages
in conjunction with Middle East Studies Association**
Washington, DC
Contact: AATT, Princeton University
Tel. (609) 258-1435, Fax (609) 258-1242.
E-mail: ehgilson@princeton.edu
Web: <http://www.princeton.edu/~ehgilson/aatt.html>

December 27-30, 2002
**American Association of Teachers of Slavic and East
European Languages (AATSEEL) &
American Council of Teachers of Russian**
New York City, New York
Contact: AATSEEL
Fax: (520) 885-2663
E-mail: aatseel@compuserve.com
Web: <http://clover.slavic.pitt.edu/~aatseel/>

December 27-30
North American Association of Teachers of Czech
Location to be Announced
Contact: Masako Fidler, Brown University
Tel. (401)-863-3933, Fax (401) 863-7330
E-mail: masako_fidler@brown.edu
Web: <http://www.language.brown.edu/NAATC/>

December 27-30, 2002
Modern Language Association of America
New York City, New York
Contact: MLA
Tel (646) 576-5000, Fax (646) 458-0030.
E-mail: convention@mla.org
Web: <http://www.mla.org>

≡ DISTANCE EDUCATION & THE LCTLs

The Distance Learning of the Less Commonly Taught Languages conference was held from February 1-3, 2002 in Arlington, Virginia. Sponsored by Michigan State University and its National and Language Resource Centers, and in collaboration with the National Foreign Language Center, NCOLCTL, and the Language Resource Centers at the University of Minnesota (CARLA) and the University of Hawaii at Manoa (NFLRC), the conference drew attention to the need to develop new courses and programs in and plan effectively for

“Organize the technology to meet the needs of the lessons, not vice-versa.”

Elizabeth Hoffman

provided a rare opportunity for both language and area studies experts to come together and discuss the state of the art and future plans for distance learning (DL) of the LCTLs.

Conferees heard from a variety of plenary speakers who spoke on a wide range of topics of importance to DL of LCTLs. Ralph Hines, director of the International Education and Graduate Programs office at the US Department of Education opened the conference

with a discussion of the current national climate for LCTL instruction and the critical role played by Title VI in meeting the national need for speakers who are competent in these languages.

Other plenary speakers included Richard D. Brecht, director of the National Foreign Language Center, who spoke on the current political and educational context for the distance learning of the LCTLs, and Elizabeth Hoffman, from the Nebraska Department of Education, who profiled a DL Japanese course. Catherine Doughty and Michael Long from the University of Hawaii laid the foundation for the discussions with a presentation on the Optimal Psycholinguistic Environments for Distance Foreign Language Learning. This was followed by plenaries that addressed specific issues related to distance learning of the LCTLs such as the relationship between Computer Assisted Language Learning and Distance Learning, presented by Carol Chapelle (*Iowa State University*) and Joan Jamieson (*Northern Arizona University*). The final

plenary talk was presented by Andrew Cohen (*University of Minnesota*) on Assessment of Learners in a Distance Learning Language Course.

“Second Language Acquisition theory is concerned with what is necessary and sufficient for second language learning to take place; Second Language Teaching theory is concerned with what is most efficient.”

Michael Long



Tom Hinnebusch, UCLA, LMP Project

distance learning of the Less Commonly Taught Languages (LCTLs).

With more than 150 people attending, including representatives from National and Language Resource Centers, as well as language professionals from K-12 and government language schools, colleges, and universities, the conference



Carol Chapelle, University of Iowa

Conferees also had the opportunity to meet with and hear from distance learning program, course, and materials developers who shared the successes and challenges of their various projects. Conference goers heard about resources such as those at CARLA, the Language Materials Project at UCLA, and the Langnet project. Others shared their administrative experiences and challenges with distance learning programs large and small. Among the courses profiled were examples of distance learning courses in Russian, Japanese, and Kiswahili. Materials profiled included examples of web authoring programs,

"[Learner] collaboration needs to be guided by the task and directed toward a product."

Carol Chapelle

computer-based language testing programs, and language learning materials.

Finally, conferees were invited to participate in world area breakout sessions where they met with their colleagues to discuss priorities for the development of new materials and courses for DL of languages from their world area. Conferees met twice during the conference to discuss their opinions regarding DL of languages, to evaluate the degree to which DL courses have been developed for their languages, and to discuss their future plans regarding DL of the languages of their world area.

The conference provided an arena where people from various backgrounds, government, language, and area studies, could come together to learn about and make plans for addressing the critical need for more people to have proficiency in the LCTLs.

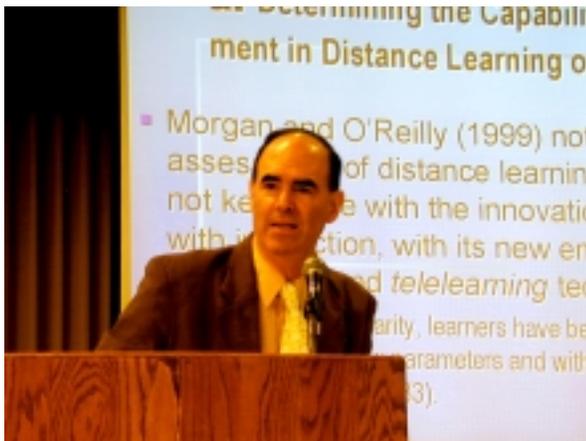
Follow-up sessions will be planned in conjunction with specific area studies meetings. Cooperation among participants, the National Resource Centers, and Language Resource Centers will continue to refine goals and encourage more development in the distance learning of LCTLs.

*Margo Glew, Ph.D, Coordinator
Less Commonly Taught Languages Program
Michigan State University*



The DL-LCTL conference web site includes LCTL links, outlines and discussions of the plenary sessions, and an extensive bibliography of distance learning can be found at: <http://langinnovate.msu.edu/conference-distancelearning.html>.

A database of existing DL LCTL courses is at <http://carla.acad.umn.edu/LCTL/access.html> on the CARLA website.



Andrew Cohen, University of Minnesota



*NCOLCTL Executive Director Scott McGinnis with
NCOLCTL President Frederick Jackson*

The NCOLCTL Newsletter is edited by Louis Janus and Karin Larson at the Center for Advanced Research on Language Acquisition at the University of Minnesota. Please send comments about the contents and design of this issue to Dr. Janus at lctl@umn.edu. Contributions for future issues are welcome.

PLAN TO ATTEND
THE **NCOLCTL** CONFERENCE
APRIL 12-14, 2002.
YOU WILL FIND CONFERENCE
REGISTRATION AND SCHEDULE
INFORMATION INSIDE.

NCO 
LCTL

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