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<http://www.councilnet.org>

A Message from the President

Gautami Shah



I am truly honoured to have this opportunity to write to you as the 2006-08 President of the National Council of Less Commonly Taught Languages (NCOLCTL). I remember, when I first joined the NCOLCTL Board in 2003, we were faced with a number of uncertainties. My first board meeting was a revelation. It was only then that I realized that, as President of NCOLCTL, Antonia Schleicher had inherited a dying duck. Before joining the board I knew things were bleak. I knew that the Ford foundation grant had run out. But I did not know how very bleak -- NCOLCTL was homeless and broke. Nonetheless, seeing the optimistic and forward-looking spirit of the Board and the unflinching support from the

Delegates I knew in my heart that together we would pull through. And sure enough, just one year later when Michael Everson inherited the NCOLCTL presidency from Antonia, NCOLCTL was like a newborn calf -- full of promise, but still trying to get on its feet. Three years down the road last spring, I was fortunate and lucky to inherit a young calf -- strong and healthy, but still with a lot of growing up to do!! Any uncertainty we may have faced was certainly out of the window. NCOLCTL as an organization was stronger than ever before. For that, I sincerely thank both Antonia and Mike for the leadership they provided over the most trying years of the organization, and the Delegates for their faith in and support of the Board. Their joint guidance and vision along with the hard work of the NALRC and NCOLCTL staff has been key in shaping NCOLCTL to what it is today.

Today we have an active and enthusiastic membership of around 200. Today we are no longer in the red, thanks to the generous support of Gilles Bousquet, Dean of International Studies and Programs at the University of Wisconsin-Madison, who, four years ago, recognizing the potential of NCOLCTL, rose to the occasion in spite of knowing the dire state of our finances and, with no strings attached, supported the establishment of our Secretariat as well as the continuation of our annual conference. Today, our annual conference is the largest international conference of LCTLs. Today, we shall be publishing the fourth volume of our peer-reviewed journal, the Journal of the National Council of Less Commonly Taught Languages (JNCOLCTL). Today, Dean Bousquet continues his generous financial support of NCOLCTL. Today, we are gearing up to celebrate the 10th annual conference of the organization. And today, due to the efforts of Antonia and Mike, we are working with the University of Wisconsin-Madison Language Institute on a National Online Less Commonly Taught Languages Teacher Training Initiative, funded by a grant from the U.S. Department

of Education International Research and Studies Program. In short, today, we have come a long way.

Where do we go from here?

Now that we are back on our feet and have made major strides in reestablishing our organization, I would like to use my term as President to focus on how we can better serve the needs of both, our individual and organizational members, and on how we can involve our membership in shaping the future of NCOLCTL. I would also like to steer NCOLCTL towards playing an active role in shaping national policy on and general advocacy for LCTLs. We have started taking small but sure steps towards these goals:

i) This year we tapped on individual members to serve on various NCOLCTL committees, including the conference scientific committee and Walton Award committee.

ii) We are in the process of interviewing candidates from amongst our members for the post of editor of the JNCOLCTL.

iii) To empower our members in their career development we have initiated an online salary survey of the NCOLCTL membership. We hope that such comparisons across institutions, regions, languages and ranks will provide an interesting snapshot of the current market for LCTLs. Not only could this be a useful tool in negotiating new positions and promotions, it would be a major step towards professionalizing the practice of LCTL pedagogy. It could also greatly assist program coordinators and administrators to reduce uncertainty in resource allocations and budget planning. The survey, beginning in April, shall run for a four-month period. You may access it through the NCOLCTL website <http://www.councilnet.org>. If you haven't already done so, please do take the few minutes to fill out the survey and empower yourself.

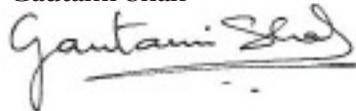
iv) Another important initiative still in the planning stage is the articulation of guidelines on how LCTL programs should be structured, i.e. guidelines on minimum standards for LCTL programs and recommended practices in organizing programs and/or developing new programs. We hope that such guidelines would be helpful to members reviewing, proposing, developing, expanding and/or starting LCTL programs. Once established, such guidelines will provide an authoritative reference that will facilitate communication with administrators. It will also help institutions to review, evaluate and strengthen existing programs. We hope there will be an impact beyond individual initiatives, as such policy statements will also be useful for accreditation agencies and to educate the general public at large.

iv) And last, but not the least, at the 2007 conference we shall have a General Body Meeting (GBM) to update the membership about the current state of the organization and plans for the future as discussed at the Delegate Assembly Meeting. We hope to receive input from members on the priorities and future direction of NCOLCTL.

In summary, this year promises to be an exciting year for NCOLCTL. I know that together we can easily achieve that which we have set out to do. I would also like to take this opportunity to thank all our members and friends for your invaluable support and urge you to continue your deep involvement with the organization. Please feel free to contact me or any of the NCOLCTL Executive Board to share your ideas, and to find out ways in which you can get more involved. The vibrancy and success of our activities depend very much on the membership!

With warm regards,

Gautami Shah



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President

The National Council of Less Commonly Taught Languages

‘THE NEED FOR RESEARCH’ A MESSAGE FROM THE IMMEDIATE PAST PRESIDENT

One of the most interesting duties that I have taken on within our organization is serving as editor for the Journal of the National Council of Less Commonly Taught Languages. This responsibility has given me a chance to read manuscripts that come from all parts of the world, and that range in topics from curriculum development and language acquisition, to how learners develop an identity through study of their heritage language.

People often ask me, “Why research?” As stakeholders in LCTL endeavors, it seems that we’re constantly putting out brushfires that threaten programs or prevent them from coming into being in the first place. When one is constantly worried about enrollments, lack of materials, or justifying one’s existence to administrators who want to cut costs, why should we worry about research? Though understandable, this attitude is short-sighted and misses the point.

For one thing, research can help to provide the ammunition we need to keep our programs thriving. As an example, some survey research studies have helped us demonstrate that enrollments in many of our languages are growing, while others have documented the reasons why students are electing to study LCTLs. With this information, we are able to document trends in growth that often convince administrators to invest in our programs. These studies are also important to cite when we apply for grants as they provide empirical support for justifying our intentions to build better programs in our various languages.

Secondly, as H. H. Stern pointed out in his influential book, *Fundamental Concepts of Language Teaching*, research also provides quality control over current practice, a necessary measure because educational activities tend to become institutionalized and are highly resistant to change. Foreign language education has constantly been accused of hopping on the latest bandwagon, with a tendency to embrace the newest “revolutionary” methodology or the latest technological breakthrough. Well-thought-out research provides a means for testing whether or not the theories we espouse are appropriate for the methodologies we design, and can help us to better describe and measure the progress of our learners.

Lastly, Stern also points out that research can help language pedagogy grow in professional stature. It professionalizes us all with the arguments it generates, and provides us opportunities to take part in an endless conversation about ways to think about what we do. Yet, this conversation is characterized by rigor and supported by data, and is not just opinion and empty talk.

This year, we received the largest number of proposals in the history of NCOLCTL’s annual meeting, with a large number of extremely compelling research studies being accepted for presentation. I would urge our presenters to write up these presentations in the form of research reports and submit them to the NCOLCTL journal for publication submission so that we can intensify our ef-

forts to present cutting-edge research to the journal’s readership. In this way, we can further professionalize ourselves and our organization so as to be better prepared to meet the challenges that await us in the future.

Michael E. Everson

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Immediate Past President

The National Council of Less Commonly Taught Languages

‘NEWS FROM THE SECRETARIAT’ A WORD FROM THE EXECUTIVE DIRECTOR

2007 will see the marking of a major milestone for NCOLCTL. While our organization is 17-years-old, we will hold our 10th international conference, April 26-29. Known as the “Tin Anniversary,” the tenth iteration of something is a time for both reflection and foresight. While we have come a long way, we still have boundless distance to cover.

The original Council was funded largely by a grant from the Ford Foundation. A. Ronald Walton was a key figure in the establishment of this organization and saw it through its first growth spurt. Today we remember his efforts with the annual presentation of the A. Ronald Walton Award at the NCOLCTL conference. In 2003, the Ford grant ended and NCOLCTL scrambled to find a home and a leg to stand on. That year, the Dean of International Studies at the University of Wisconsin-Madison, Gilles Bousquet, stepped forward to rescue us and ensure that the mission of promoting and teaching the LCTLs would have a strong foundation at UW. With the generous support of International Studies, and the numerous Title VI Area Studies centers on the UW campus, NCOLCTL has flourished. Our membership grows every year; our conference improves every year; our journal becomes more relevant with each issue; and our profession becomes more and more prominent with each new paper, presentation, grant, project, initiative, and individual NCOLCTL member.

In the past year, NCOLCTL, along with the University of Wisconsin’s Language Institute, was awarded a grant to begin building online teacher-training modules for the less-commonly taught languages. The project is now well underway, but will require a great deal more work. When complete, leading experts in the pedagogy of particular LCTLs will have assisted in the developing of professional development resources specific to their language. What will be available online will help teachers of such languages develop their methodologies, curricula, and assessment practices. NCOLCTL plans to make this resource available to all NCOLCTL members, as well as members of constituent NCOLCTL organizations, at no charge.

The fourth volume of the Journal of the National Council of Less Commonly Taught Languages will be out this spring. Again, this year, interest was overwhelming and it became difficult to choose which articles could be included. The fourth volume features articles from LCTL scholars such as Carl Falsgraf, Madeline K. Spring,

Elizabeth B. Bernhardt, Margo Milleret, D. Victoria Rau, Meng-Chien Yang, and Maa-Neu Dong. It also includes reprints of the speeches of 2006 Walton Award winners Ray Clifford (Brigham Young University) and Leonard Polakiewicz (University of Minnesota). Please remember to pick up your copy of the journal, free to all NCOLCTL members, at the conference registration table. Thanks again to Michael Everson, the Immediate Past President of NCOLCTL for guest-editing the 2007 volume. I would like to encourage LCTL scholars to continue to submit their work to the NCOLCTL Journal, as it will become a major repository of knowledge on challenges, successes, and strategies in the teaching and the managing of programs for the LCTLs.

As the Executive Director, I represented NCOLCTL at the JNCL-NCLIS (Joint National Committee for Languages and the National Council for Languages and International Studies) Legislative Day and Delegate Assembly meeting on May 4-6, 2006. The meeting helped promote public awareness, improve government relations, and provide a forum for information exchange regarding U.S. language policy. It was a great opportunity for me to get informed of national policy about languages and to meet policy makers who are interested in promoting the LCTLs. There were also many presentations by language and international studies professors who identified language needs and brainstormed new directions for national language policy. On January 26-27, 2007, I also attended the Board of Directors Meeting of JNCL-NCLIS on behalf of NCOLCTL. This year, the Board of Directors Meeting coincided with a hearing before the Senate Subcommittee on Oversight of Government Management. Rita Oleksak, the current President of ACTFL testified on behalf of language teachers at this hearing. She will also be speaking at this year's NCOLCTL conference about her views on language education in the 21st century.

It is a pleasure and an honor to serve NCOLCTL as Executive Director. The success of the organization this year has a great deal to do with the collaborative spirit of NCOLCTL Executive Board. I would like to thank Michael Everson (Immediate Past President), Gautami Shah (President), Hong Gang Jin, (Vice President), Alexander Dunkel (Secretary-Treasurer), Erika Gilson (Member at Large), and Gerald Lampe (Member at Large) for their hard work and dedication. Gautami Shah, the current President, will be serving us for two years and, based on the past year, we are in for a very promising two years indeed. I also want to thank Matthew Brown and Joseph Chikowero of the Secretariat for helping to plan the NCOLCTL conference and Adedoyin Adenuga for providing technological support.

I wish you all of the best in 2007 and hope that NCOLCTL has been able to help you achieve your professional goals in the LCTLs. We hope to see you back in 2008 to once again support the less-commonly taught languages.

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 Executive Director
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THE 2007 WALTON AWARD

The A. Ronald Walton Award was established in honor of the late Dr. Ron Walton, co-founder of NCOLCTL and founding Deputy Director of the National Foreign Language Center (NFLC). The Walton Award, presented by NCOLCTL in recognition of outstanding service in the field of LCTLs, was first awarded in the year 2000 to James Alatis. Subsequent recipients of the award are Teresita Ramos (2001), Richard D. Brecht (2002), Laura Janda (2003), Laurel Rasplia Rodd (2004), Dora E. Johnson, (2005), and Ray T. Clifford and Leonard A. Polakiewicz (2006). This year, NCOLCTL is proud to announce that **Thoms J. Hinnebusch**, Professor Emeritus of Linguistics and African Languages, University of California, Los Angeles joins the list of distinguished recipients of the Walton Award.

To learn more about Dr. Hinnebusch and his views on LCTLs, please turn to the e-interview on page 8.



NCOLCTL AFFILIATE PROFILE: SOUTH ASIAN LANGUAGE TEACHERS ASSOCIATION (SALTA)

SALTA is a professional organization of language educators at university and college level. The mission of this Association is to encourage more effective cooperation among instructors and educators of South Asian languages, linguistics, and literatures at institutions of higher studies, particularly colleges and universities in North America. The Association also aims to develop a national 'architecture' of programs in South Asian languages in terms of national needs, program designs, competency levels, curricular resources, and instructional methodologies.

SALTA is a democratic organization with a committee structure that encourages new and young members, as well as established, yet uninvolved, teachers of South Asian languages at institutions of higher studies, to participate in its activities.

SALTA-M is a discussion group created to facilitate an open conversation about the association's revitalization, management and improvement as well as about pedagogical issues relevant to the teaching of South Asian languages. To join, you can either visit the site at: <http://groups.google.com/group/SALTA-M> or email jshankar@maxwell.syr.edu.

To facilitate a portal for comprehensive knowledge about South Asian language teaching in the US, as well as to publicize and discuss this information, SALTA committees are working on the following projects:

- Newsletter Project – With SALRC’s technical support, the newsletter will aid SALTA members to exchange information about proposed and upcoming workshops and events as well as ongoing initiatives and projects and thus provide opportunity for better coordination and dissemination of information.

- Website and Database Project – It will address the need for comprehensive information about South Asian language instructors in the US.

- Pamphlet Project – In order to provide more visibility for the association and educate the academic community and the community at large about South Asian Languages, their speakers, cultures and institutions where taught, web-based and printed pamphlets dedicated to different South Asian languages are under development.

Several other initiatives are actively considered, such as classification and organization of existing digital resources, pedagogical frameworks for using existing resources, peer refereed SALTA electronic bulletin on South Asian language teaching, development of a standardized curriculum for SAL teaching, establishing of a training center for annual workshops, South Asian language student excellence prize, and language learning frameworks.

Membership, to be announced soon, will be made available on the SALTA website.

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 President
 South Asian Languages Teachers Association

NEW NATIONAL PROGRAM WILL IMMERSE HIGH SCHOOLERS AND TEACHERS IN ARABIC AND CHINESE

The National Foreign Language Center at the University of Maryland is launching a new federally funded initiative this summer that will send as many as 1,100 students to intensive camp and school programs to learn Arabic and Chinese – part of an effort to teach critical, less-commonly taught languages at an earlier age. The program will also help train as many as 600 Arabic and Chinese speakers to teach the languages in high schools.

The Center is awarding grants averaging \$100,000 to 34 institutions in 22 states and the District of Columbia to run the so-called STARTALK programs this summer. It is the newest program in the National Security Language Initiative launched by the Bush administration last year. The \$4.8 million program is being funded jointly by the Office of the Director of National Intelligence and the U.S. Department of Defense.

“This is a vital experiment because we need to start teaching critical languages like Arabic and Chinese much earlier in life, if the nation

is to develop the skills needed for national security and economic competitiveness,” says Catherine Ingold, director of the University of Maryland’s National Foreign Language Center. “Right now, in most of the country, there’s very little capacity to teach Arabic and Chinese to high school students. In all but a handful of spots, we lack the programs and teachers. And even where there are programs, a long summer away from the language is a real setback. STARTALK is an effort to jumpstart the process.”

The 34 programs receiving funding differ widely, Ingold says, calling this year’s launch a kind of trial run. Some offer total immersion, while others offer more modest training to give students a head start at learning languages so different from English. Some programs offer a camp atmosphere, while others are more traditional summer school sessions. Many offer simultaneous programs to train both students and teachers.

“We need to do much more than just train students – we need to create a supply of qualified teachers who can offer instruction at the high school level,” says Gerald Lampe, the deputy director of the National Foreign Language Center and coordinator of the Arabic portion of STARTALK. “On a national basis, we’re almost starting from scratch. Most of the instructors have only worked in a college environment, and most need help getting certified. We’ll give these teachers some of the classroom experience they’ll need for certification. For many of them, these sessions represent a rare opportunity to work with students. Teacher training, certification, along with curriculum and development of teaching materials, will help to create the infrastructure we need to sustain durable programs year-round.”

The program grant awardees gathered in Washington, D.C. for an intensive three-day organizational session on Friday, March 9, at the Metro Center Marriott.

“Quality is vital, and we want to make sure the programs use the best practices in the field and the strongest curricula,” Ingold says. “We all have a lot of work to do to recruit students and teachers and get these programs going.”

A special effort will be made to recruit students from families with an Arabic or Chinese heritage, but who lack formal education in the languages. Many of the teachers who will receive training are proficient heritage speakers, but lack high school classroom experience.

Plans call for the program to expand in the summer of 2008 to include additional languages such as Hindi, Persian and Korean. In coming years, the STARTALK program is expected to extend to Middle School Programs.

STARTALK is one of more than a dozen programs in the National Security Language Initiative, announced by President Bush in January of 2006. The Initiative seeks to expand and improve the teaching and learning of strategically important world languages that are not now widely taught in the United States. The U.S. Department of Education, the U.S. Department of State, the U.S. Department of Defense and the Office of the Director of National

Intelligence are all participating. More information at: <http://www.ed.gov/about/inits/ed/competitiveness/nsli/nsli.pdf>.

The National Foreign Language Center (NFLC) is dedicated to understanding and addressing the nation's needs for languages other than English. The Center implements that mission through intensive and innovative strategic planning, research and development in cooperation with academic institutions, organizations, and enterprises in the United States and abroad. <http://www.nflc.org/>

The NFLC is part of the intensive language research and education efforts at the University of Maryland, including the university's Center for Advanced Study of Language, the largest U.S. national language research facility, and Department of Defense funded National Flagship Language Programs in Arabic and Persian.

<http://www.casl.umd.edu/>

<http://www.languages.umd.edu/AsianEastEuropean/arabic/index.htm>

<http://www.languages.umd.edu/persianflagship/>

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NEWS FROM AMERICAN ASSOCIATION OF TEACHERS OF ARABIC (AATA)

During the past five years, the demand for learning Arabic has shifted into high gear, going from 0 mph to 100 mph in what seems to be, relatively, ten seconds. Not only has demand for courses far outstripped the supply of trained and experienced teachers, but also, programs are being set up across the nation without a roadmap for goals, curricula, methodologies, or materials.

This dizzying acceleration in interest and demand for Arabic hit the field of teaching Arabic as a foreign language (TAFL) at a point where it was still academically marginal and extremely small (probably not more than 200 individuals). Old paradigms still held sway in many academic institutions (e.g., grammar-translation approaches, teaching of the literary language only, at the expense of interactive vernacular skills, etc.), and few in the field were actively involved in applied linguistics research and publication.

Despite these conditions, the extraordinary hard work and leadership of a handful of Arabic linguists has led to dramatic developments in the past few years: to the drafting of Arabic standards K-12, to substantially increased capacity for ACTFL Arabic oral proficiency testing, to top-quality Arabic Flagship programs, to development of a range of new study-abroad programs, and to a series of professional workshops and training sessions for teachers at all levels. Some of the leaders in these efforts include the National Middle East Language Resource Center (NMELRC) based at Brigham Young University (www.nmelrc.org), the National Capital Language Resource Center (NCLRC) (www.nclrc.org) based in Washington D.C., Middlebury College's Arabic immersion summer program (www.middlebury.edu/academics/lc), the Center for Arabic Study Abroad (CASA) (www.utexas.edu/cola/centers/casa) and the newly-formed Arabic Language Village (Al-Waha) of the Concordia College's summer Language Villages, in Minnesota

(www.ConcordiaLanguageVillages.org), and new government initiatives such as STARTALK, based at the National Foreign Language Center (www.nflc.org).

Teacher training opportunities this summer include three sessions in Washington, D.C., organized by the NCLRC: May 21-25, July 2-6, and July 9-13 (see their website for further information and registration), a session sponsored by the NMELRC August 6-11 at the University of Texas at Austin, and a two-week session sponsored by the STARTALK project at Middlebury College (www.middlebury.edu/academics/lc/startalk) from July 20-August 3. A number of these sessions have scholarships and stipends available.

See also the website of our professional organization, AATA, at (www.wm.edu/aata) for more professional information and announcements.

Let me name the three most important projects to the field at this point. I would say they are: 1) curriculum and materials development, 2) teacher training, and 3) research in vernacular Arabic discourse. These are all basic needs, but they will not be met by short-term solutions; the field needs substantial resources from foundations, corporations, federal agencies, and other donors to plan and carry out these major undertakings.

Karin Ryding

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President

American Association of Teachers of Arabic

AN UPDATE FROM CLASS

The growing interest in learning Chinese language and culture at K-12 schools around the country is overwhelming. Many news media outlets have published articles and interviews on the development of Chinese programs around the nation. Among the 2006 FLAP (Foreign Language Assistant Program) grant recipients, over fifty of them are going to establish, improve, or expand innovative Chinese language programs for elementary and secondary school students. There are eight districts in California, one in Colorado, two in Illinois, two in Florida, one in Kansas, one in Kentucky, two in Massachusetts, one in Michigan, three in Minnesota, one in North Carolina, three in New Jersey, eight in New York, two in Ohio, two in Oregon, three in Pennsylvania, three in Texas, one in Wisconsin, one in Washington, etc. Many CLASS members are currently involved in the development of the new FLAP Chinese programs.

CLASS, a national organization serving the K-12 Chinese teaching profession, has responded to this huge national demand for Chinese by expanding its collaboration with the Office of Chinese Language Council International (Hanban), the American Council on the Teaching of Foreign Languages (ACTFL), the National East Asian Language Resource Center (NEALRC) at The Ohio State University, the College Board, the National Foreign Language Center (NFLC), Asia Society, the Chinese Language Teachers Asso-

ciation (CLTA), Global Knowledge Exchange (GKE), and the national organizations of Chinese heritage schools. In 2007, CLASS continues to reach out to seek professional partnerships in China, Taiwan, and Hong Kong. By looking at the following activities, which have been planned out or have already been executed, we, the CLASS Board, deeply believes our mission of promoting teaching and learning Chinese at K-12 schools will be ever more rigorous. However, we cannot do this work alone.

CLASS 20th Anniversary

CLASS will celebrate its 20th anniversary by holding the first CLASS Conference in conjunction with ACTFL Convention in November 15-18 at San Antonio, Texas. In addition to eleven panel sessions, there will be special events, such as a Chinese language teaching materials swap shop, a K-16 articulation forum with CLTA, and the CLASS annual luncheon.

CLASS Professional Standards for K-12

Chinese Language Teachers

Since 2001, CLASS has been working closely with faculty at The National East Asian Language Resource Center (NEALRC) at The Ohio State University to develop a set of professional standards for entry-level Chinese teachers at elementary and secondary schools. The document is now at the final stage of editing, it will be published in the summer of 2007.

Chinese Bridge Delegation to China

CLASS is pleased to announce the annual Chinese Bridge for American Schools Delegation sponsored by the Office of Chinese Language Council International (Hanban) in collaboration with the Chinese Language Association of Secondary and Elementary Schools (CLASS) and the College Board. CLASS is working closely with Hanban in the selection and recruitment of the best candidates for the US delegation. Two travel schedules are arranged for the US educators trip: from June 23 through July 1 or from June 24 through July 2. The total estimated value of the trip is \$3,000 USD. The cost of the trip for each participant is a \$750 USD non-refundable registration fee plus independent travel to US hub cities. Hanban has provided generous funding to cover participants' international round-trip air tickets to Beijing from designated U.S. hub cities; travel costs in China including hotel accommodations, group meals, tour guides and admission tickets; and local and inter-city transportation costs. Interested applicants can find more detailed information and the application form at <http://www.classk12.org/app07/index.php>. All applications will be reviewed by a committee formed by the CLASS Executive Board with the guidelines and criteria set by Hanban. Please e-mail any questions directly to CLASSChineseBridge@gmail.com.

US High School Student Chinese Speech Contest

After sponsoring the first Chinese speech contest in 2005 at Washington D. C., CLASS is working with the Confucius Institute at The University of Massachusetts at Boston to offer the second Chinese Bridge Chinese Speech Contest for US high school students. The event is funded by the Office of Chinese Language Council International (Hanban). The contest will be held on April 28th, 2007 at Boston.

CLASS Website

CLASS is expanding its service to support over 300 members by re-constructing the functions of its website at www.classk12.org. New features will be added for members to log on for sharing and exchanging instructional resources.

National K-12 Chinese Language Survey

CLASS is collaborating with the American Council on the Teaching of Foreign Languages (ACTFL) in conducting a national survey to gather information on current programs in Chinese at K-12 schools across the country. The primary results will be reported to CLASS members in the spring of 2007.

Discover Chinese Summer Program for Teachers of Chinese

CLASS Executive Director Yu-Lan Lin and Past President Carol Chen-Lin have been working tirelessly with ACTFL and Glastonbury Public Schools for the Discover Chinese Summer Program. Janice Dowd, CLASS curriculum consultant, will serve as the on-site director during the summer Program for teachers of Chinese. There is no cost for the selected teachers for the program. For more information, please go to www.actfl.org/scholarship or call 703-894-2900.

Discover Chinese Summer Program for High School Students

CLASS and ACTFL are offering an intensive four-week program for 9th through 12th graders at Glastonbury Public Schools program (Glastonbury, CT) or the Choate Rosemary Hall program (Wallingford, CT) from July 2 through July 27. High school credit awarded is based on successful progress made and contingent upon base school approval. There is no cost for the selected students for the program. For more information, please go to www.actfl.org/scholarship or call 703-894-2900.

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Chinese Language Association for Secondary-Elementary Schools

NEWS FROM THE CHINESE LANGUAGE TEACHERS ASSOCIATION (CLTA)

It is indeed an exciting time for those of us involved with less-commonly taught languages, for never before has there been greater international interest in the study of our subjects than there is right now. Chinese is no exception. The growing interest in Chinese is manifest in all sectors of society, including education, government, and business. In 2007, Advanced Placement Chinese exams will be offered for the first time in the United States. New and expanded programs from kindergarten through university and into the workforce are popping up everywhere and are highlighted in the media. The number of Americans learning Chinese will continue to increase as the Bush administration plans to spend \$114 million this year to fund its National Security Language Initiative (NSLI). The Chinese government is also helping to expand Americans' opportunities by establishing Confucius Institutes in the United States, bringing school administrators and principals to China, and offering teacher training during the summer. "Chinese fever" was certainly evident at our 2006 conference, jointly

organized with the American Council on the Teaching of Foreign Languages (ACTFL) in Nashville. Crowds gathered around the numerous booths featuring a wide array of Chinese texts and materials. In 2006 we had the largest CLTA conference in our history, totaling 36 panels, 126 papers, and 145 presenters.

Given this unprecedented momentum and the heightened interest in our profession, CLTA is working to accomplish the following objectives:

1. Encourage research on important issues in the field and disseminate new knowledge and best practices. Our fourth monograph—Understanding the Learning and Teaching of CFL: New Empirical Findings—spearheaded by our 2006 CLTA President Mien-hwa Chiang and now led by Professor Michael Everson, is well underway. At our 2006 conference, a workshop on Research Proposal Writing was organized by Professor Songren Cui and conducted by Professor Michael Everson. We are also encouraging interested members and colleagues at various K-16 programs to collaborate and conduct research.

2. Enhance K-16 articulation and coordinate efforts to bring out the potential of students at different stages of learning. To initiate dialogues among teachers of all levels and enhance articulation, a second CLTA-CLASS (Chinese Language Association of Secondary-Elementary Schools) joint forum was organized at our 2006 conference. The CLTA Board of Directors is discussing other measures to encourage communication at regional levels.

3. Offer quality training to new teachers in the field. In 2006, two workshops on teaching were offered at our annual conference. One was on Form-focused and Task-based CFL Instruction, led by Professor Hong Gang Jin. The other was on “Preparing a Lesson Step By Step,” led by Professor Hsin-hsin Liang. Both were well-attended and well-received. We have also received some funding from ChinaSprout to offer more workshops on teacher development.

4. Increase operational efficiency and effectiveness. With the help of our web master, Professor Marjorie Chan, and our Executive Director, Professor Cynthia Ning, and her colleague, Daniel Tschudi, CLTA is working to get our membership database online. This will give our members the convenience of renewing memberships and updating contact information online. We are also exploring the possibility of conducting e-voting this year, which is led by our Vice President, Professor Audrey Li.

5. Continue fundraising campaigns and membership drives. Our fundraising campaign in 2006 was successful, with monetary pledges totaling \$11,005, not including proceeds from the T-shirt sale at the conference. Non-monetary donations include software and Chinese couplets as well as English translations on plaques for the recognition of donors. The money allows us to offer more and better grants to our members to enhance research and teaching skills.

6. Build a coalition of Chinese teaching organizations in all sectors and unify Chinese language professionals at national, regional, and state levels. As of November 2006, three regional CLTAs

were established: CLTA-TX, CLTA-FL, and CLTA-WI. We expect to see further growth at various regions and our Board is examining this phenomenon carefully and discussing relevant procedure and policy. In addition, CLTA continues to work with CLASS (Chinese Language Association of Secondary-Elementary Schools), CSAUS (Chinese School Association in the United States) and NCACLS (National Council of Associations of Chinese Language Schools), and reach out to other language teaching organizations in the United States and in the world.

CLTA is proud to be a part of NCOLCTL. Let's make the most of the interests and opportunities our time affords and work together to march into the mainstream of the foreign language academy in the United States.

Jennifer Li-chia Liu

jeliu@indiana.edu

President

Chinese Language Teachers Association

INTERVIEW WITH THOMAS J. HINNEBUSCH: RECIPIENT OF THE 2007 WALTON AWARD

Professor Hinnebusch is one of the leading scholars in the field of African languages and linguistics. Professor Hinnebusch's career has been characterized by his selfless service in the field of Less Commonly Taught Languages. As Professor Hinnebusch's resume indicates, he has done extensive research on Kiswahili and written numerous scholarly works on African linguistics and language. He has published a highly popular and widely used Kiswahili textbook. He is actively involved in many on-line projects and is currently the director of the Language Material Project at UCLA that focuses on over 100 Less Commonly Taught Languages (<http://www.lmp.ucla.edu/>). Professor Thomas Hinnebusch is an active member of ALTA (served as Treasurer from 1993 to 1997) and NCOLCTL, and is currently a member of the Advisory Board of the National African Language Resource Center at the University of Wisconsin-Madison. Following is an e-interview with Professor Hinnebusch:

1. Among your distinguished achievements, you have published numerous articles and books, lead many language material projects and on-line projects for over 100 less commonly taught languages, what were the highlights and challenges you have experienced?

Throughout my career the main challenge has always been time: finding the time to do it all, juggling the various responsibilities that are part of the life of any academic and doing the best possible job in all areas: family, career, and personal.

Highlights are tough because there have been many. The early ones involved learning a new language and discovering a new universe that existed outside the somewhat enclosed world I grew up in in Pittsburgh. Another was the day I woke up with the realization that I could speak, fairly fluently and with some accuracy, a new language. Along with that came the feeling of uniqueness – that

there is something special about being able to communicate in another language and that people regarded that too as something special. It's akin to the feeling that one gets in climbing a very high mountain. It's difficult and the beginning is tough; you lie back in the bracken in the rain forest on the lower slopes and think there's no way in the world that you can climb a 20,000 foot-tall mountain. But there's a moment that comes when you know you can do it, that you will do it, and that triumph will be yours in the end. Those sorts of epiphanies are scattered throughout one's life. And these become highlights: learning a new language; then realizing you can teach others to communicate in that language and touch their lives in little and big ways; writing a text for your own students—one that becomes a "best seller" (and continues to be used even though it represents "old pedagogy" -- this should not be taken as an endorsement of old technology of course); mentoring and helping others in their turn to be teachers and researchers -- having "academic children" and "grandchildren"; writing a book about "my" language that looks in new ways at its history; working with other professionals on the challenge facing us as Americans and world citizens, namely, that besides all the other reasons for learning a second or third language, the most important one is in teaching others that through language we can touch the lives others.

2. You have been actively involved in NCOLCTL throughout your career, how have you seen the LCTL field develop and change over the course of your career?

The major changes: the organization of LCTL teachers and researchers into organizations. This has to be among the most important developments of the 20th century in the language teaching arena -- another being the government funding of NRCs and LRCs. No other country in the world can match these developments. Before my time there were the departments of classical and "oriental" languages, but these were academically focused departments with goals dictated by those disciplines. Pedagogy had a different focus. Things began to change after Sputnik -- the Russian satellite that changed everyone's perspective on our place in the world. The rush was on to learn languages. Former missionaries and ex-colonial administrators were recruited by the early NDEA area and language study centers. They trained my generation of professionals. Old pedagogy, really old pedagogy, was the norm and if we were exposed to "real" language it came in the form of newly recruited students from the recently independent, or soon to be independent, countries of Africa and Asia. Once-a-week conversation classes were as close as we often got to speaking the language we were struggling to learn. Efforts for a long time to change things in the direction of what is now proficiency or competency-teaching were kick-started (often literally) by individuals. National organizations paid scant attention to the "special" needs of LCTL teachers and students, as academic departments did and still do. This has all changed, of course, with the growth and development of the ALTAs, and other

member organizations of NCOLCTL. People are excited about pedagogy, language teaching, materials development, and above all learning from their colleagues.

3. As a linguist and language professional, you have developed and published a great deal of language materials. What advice would you give to the field of materials development in order to ensure the quality of language materials in our field?

The fact is that I have not produced a "great deal of language materials." Yes there are things that I've done: the Swahili manual, some online exercises that can be used by learners who are using the book, and a few other things, e.g., I'm currently building materials for Akan-Twi, a Ghanaian language, that will be available for free on the Internet but I've hardly made a dent. My work with the Language Materials Project over almost 15 years is the result of the efforts of many individuals.

As for advice, quality is assured if one knows what's going on in the field, keeps one's ears open, and learns. And then brings to this some imagination that pulls it all together in some coherent whole.

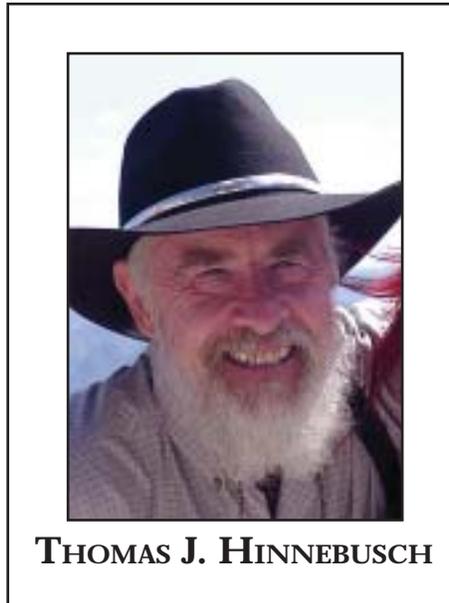
4. What advice can you offer someone who is about to start a career in the LCTL field?

As someone who's winding down a career -- the old spring is getting a bit brittle -- I probably could say a lot about this, but I'll only say the following: Stay awake! Listen to the experts, be humble: no individual knows everything, or can do everything.

We need to work together, share our ideas, be involved with colleagues locally and nationally. But, and this is a big but: don't wait for others to band together and do something. Things get done when individuals do them. It is simple as that. We have a clear example of this in our own organization.

5. Any suggestions and thoughts on the directions NCOLCTL should take?

Here I have to invoke our founders, Walton and Brecht! A good number of years ago, before NCOLCTL, I was on my way to Lansing Michigan for some conference or other and was waiting for a connecting flight in one of Northwest Airlines hubs, possibly Memphis, or maybe it was Detroit, or Minneapolis, and overheard two guys--what else can I call them--going on about language. I'm sure those in NCOLCTL who knew them as a team know exactly what I mean! Of course, I can't remember a word they said, but I do remember that the level of hyperbole was quite high (rather than "hyperbole" I must confess I would rather use a good old Anglo Saxon substitute that fits my humble origins on Pittsburgh's cobbled streets). I confess I looked askance at both, but did not chime in. Many NCOLCTL "old timers" -- the Bokambas, the Folarin Schleichers, the Dora Johnsons -- will know what it was that



THOMAS J. HINNEBUSCH

caught my attention. Who were these guys! I, of course, found out later when I heard and saw the dog and pony show they put on at the meeting. Here's what it was: how at the same time they could be very, very serious about our mission as language learners and teachers and still have fun at the same time. NCOLCTL would be smart to continue to be both: be serious about what we do, have a good time doing it, and don't take ourselves too seriously.

STARTALK LEADERSHIP FORUM PLAN FOR MAINSTREAMING ARABIC AND CHINESE INSTRUCTION IN U.S. SCHOOLS

PLANNING FOR THE FUTURE

The STARTALK Project recently held a forum to begin planning for the mainstreaming of programs in Arabic and Chinese into U.S. schools. This forum assembled key language professionals to discuss program implementation and the resources needed to ensure that the programs would meet the needs of the communities they will serve. The short-term goal of this forum was to provide information and resources for the STARTALK program grantees for summer 2007, but an even more important long-term goal was to provide the necessary elements of an infrastructure that would ultimately serve Arabic and Chinese programs at the PK-12 level across the country.

GROUNDBREAKING PROCESS

This was the first time that a cross-section of the leadership from both the Chinese and Arabic professional educators' groups were assembled to discuss the challenging issues surrounding teaching these languages in public schools. Familiar with the issues that teachers and administrators face in implementing Chinese and Arabic, the leadership group quickly began to address the resources that were already available as well as those that still needed to be developed. The group facilitators, Christine Brown, Glastonbury Public Schools (CT), and Marty Abbott, American Council on the Teaching of Foreign Languages (ACTFL), led general discussions of current theory and practice surrounding highly effective standards-based instruction within the PK-12 context of American schools. Each group of language professionals then identified the specifics of these issues relating respectively to Chinese or Arabic. Staff from the National Foreign Language Center (NFLC) provided additional expertise and input into the discussions. NFLC staff included Catherine Ingold, Betsy Hart, Gerald Lampe, Myriam Met, and consultant Shuhan Wang from the Asia Society.

FORUM OUTCOMES

During the three and a half day meeting, the group grappled with myriad issues but the results exceeded the expectations of all involved. At the end of the meeting, the group had identified the criteria for high quality curriculum, assessments, and instruction as well as an entire bank of resources that could be made available to STARTALK grantees. An outline of the elements of a website has provided the format for the mechanism by which the information will be shared. The framework and some initial resources

and information were ready to share at the STARTALK grantees meeting on March 9-11. Additions will be made regularly to the website with the intention that the website will eventually provide comprehensive information to those interested in implementing programs nationwide.

Marty Abbott

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National Foreign Languages Center at University of Maryland

NEWS FROM COTSEAL

The Council of Teachers of Southeast Asian Languages (COTSEAL) had a very productive year in 2006. In April of 2006, our refereed Journal of Southeast Asian Language Teaching (JSEALT), which was first published in 1992, began publishing as an e-journal. Its home is SEAsite at Northern Illinois University, and it can be viewed at www.seasite.niu.edu/jsealt. The spring issue included three refereed articles on Thai and Indonesian language issues, and the fall issue featured an article on "The Cultural Politics of Vietnamese Language Pedagogy," as well as book reviews, a multimedia review, language reports, and an events calendar. An archive including some past issues of the print JSEALT is also available on line.

COTSEAL holds meetings twice a year. In April at the Association for Asian Studies meeting in San Francisco, COTSEAL sponsored a panel, "Culture, Literature and Language in Southeast Asian Studies," and a roundtable, "Current Trends in Teaching Southeast Asian Languages and Cultures," as well as a business meeting. In July the annual COTSEAL Conference on Southeast Asian Language Teaching and Applied Linguistics was held at the University of Wisconsin-Madison. The theme was "Making Southeast Asian Language Learning Enjoyable Through the Use of Technology and Literature," and thirteen presentations were given; Filipino, Lao, Khmer, Thai and Vietnamese topics were presented, as well as information on resources for Southeast Asian languages generally. Plans for the 2007 conference, which will also be held in Madison, were made; the theme is "Methodologies and Learning Strategies for Students of SEA Languages." The deadline for receipt of abstracts is April 30th, 2007. The conference will be held at the Pyle Center at the University of Wisconsin on July 20th and 21st, 2007.

Bac Hoai Tran

bact@calmail.berkeley.edu

President

The Council of Teachers of Southeast Asian Languages

A WORD FROM AATSEEL

The American Association of Teachers of Slavic and East European Languages (AATSEEL), founded in 1941, exists to advance the study and promote the teaching of Slavic and East European languages, literatures, and cultures on all educational

levels, elementary through graduate school. While the largest proportion of its activities and members concentrate in the area of Russian, AATSEEL has from the beginning stressed that it embraces all Slavic and East European languages, literatures, linguistics and cultures. AATSEEL holds an annual conference in December of each year; its publications include the Slavic and East European Journal (quarterly) and the AATSEEL Newsletter (four times a year). AATSEEL is the only professional association dedicated to Slavic languages and literatures; it is the scholarly "home" for Slavists in the United States. Additional information can be found at the AATSEEL website: www.aatseel.org.

Betty Lou Leaver
leaver@aol.com
 Editor
 AATSEEL Newsletter

SUMMER OPPORTUNITIES FOR TEACHERS AND LEARNERS OF ARABIC AND CHINESE

The National Foreign Language Center at the University of Maryland is pleased to announce the STARTALK awards for Summer 2007 programs for teachers and students in Arabic and Chinese. There are 34 programs throughout 22 states and the District of Columbia administered by colleges and universities, school systems, and community-based organizations.

The teacher programs offer training for K-12 practicing teachers, prospective teachers, heritage language school teachers and university faculty members. The student programs offer meaningful and fun language learning experiences for high school students. These programs vary in content, format, venue, admissions requirements, and cost. Many of them will enable participants to earn academic credit.

Please contact each program directly for specific information.
http://www.nflc.org/projects/current_projects/startalk/Summer-2007-Awards.php

BEHIND THE SCENES: A WORD OF THANKS!

A heartfelt word of thanks to the tireless volunteers at the University of Wisconsin who keep NCOLCTL running. Matthew Brown, Joseph Chikowero, and Adedoyin Adenuga have worked hard for NCOLCTL by providing key support at all levels, right from the production of this newsletter to their much appreciated help organizing the upcoming NCOLCTL conference, and most importantly to taking on the responsibility of day to day operation of NCOLCTL, including keeping our membership database updated. We at NCOLCTL are much indebted to their help and no amount of thanks can convey how valuable their support has been to us.

CONFERENCES, WORKSHOPS, SYMPOSIA AND SUMMER INSTITUTES

Conferences:

April 26-29, 2007

National Council of Less Commonly Taught Languages (NCOLCTL)
 10th National Conference
Professional Horizons in the LCTLs: Reality and Promise
 University of Wisconsin, Madison, WI
<http://www.councilnet.org>

May 4, 2007

Language Acquisition Resource Center(LARC)
*State-wide Conference on Arabic and Persian Issues in California
 Education*
 California State University Long Beach, Long Beach, California
<http://larcnet.sdsu.edu/conferences.php#aissues>

May 5-6, 2007

Association of Teachers of Japanese (ATJ)
*14th Princeton Japanese Pedagogy Forum: "Culture: its Relevancy to
 Japanese Language Education"*
 Princeton University
<http://www.princeton.edu/~eastasia/pjpf/>

May 12-13, 2007

Association of Teachers of Japanese (ATJ)
*16th Mid-Atlantic Japanese Language Pedagogy Workshop:
 Bridges to Higher Levels - Innovation and Collaboration in
 Japanese Pedagogy*
 University of Virginia, Charlottesville, VA
<http://www.japaneseteaching.org/announcements/midatlantic07.html>

May 22-26, 2007

Computer Assisted Language Instruction Consortium (CALICO)
CALICO 2007: The Many (Inter)Faces of CALL
 Texas State University
<http://www.calico.org>

May 28-June 6, 2007

National Foreign Language Resource Center (NFLRC)
*Developing Useful Evaluation Practices in College Foreign
 Language Programs*
 University of Hawaii, Manoa, Hawaii
<http://nflrc.hawaii.edu/prodev.cfm>

May 31-June 2, 2007

*Bridging Contexts, Making Connections: Fifth International
 Conference on Language Teacher Education*
 Radisson University Hotel, Minneapolis, Minnesota, USA
<http://www.carla.umn.edu/conferences/index.html>

June 12-14, 2007

American Association of Teachers of Korean (AATK)
12th Annual Conference and Professional Development
 University of Chicago, Chicago, IL
<http://www.aatk.org>

June 13-16, 2007

North American Association for Celtic Language Teachers (NAACL)
Annual Conference
 Kinston, Ontario, Canada
<http://www.naaclt.org>

June 23-24, 2007

Association of Teachers of Japanese (ATJ)
The twenty-first conference of the Japanese Language Teachers Association of New England and the twelfth conference of the Northeast Council of Teachers of Japanese
 Harvard University, Cambridge, MA
<http://www.fas.harvard.edu/~jlp/jltane.html>

July 2-4, 2007

National Association of Professors of Hebrew (NAPH)
25th International Conference on Hebrew Language, Literature and Culture
 University of Sydney, Sydney, Australia
<http://polyglot.lss.wisc.edu/naph/ichll.html>

July 11-15, 2007

Association of Teachers of Japanese (ATJ)
2007 AP Annual Conference
 Las Vegas, Nevada,
<http://www.japaneseteaching.org/announcements/ap07.html>

July 23-26, 2007

China – U.S. Conference on Literacy: Making Meaning across Boundaries
 Beijing, People's Republic of China
educ@globalinteractions.org

September 20-22, 2007

National Foreign Language Resource Center (NFLRC)
TBLT Second International Conference
 University of Hawaii, Manoa, Hawaii
<http://nflrc.hawaii.edu/prodev.cfm>

November 2-3, 2007

National Association of Self-Instructional Language Programs
Thirty-Third Annual Association Conference
 Arlington, VA
<http://clta.osu.edu/meeting.htm>

November 16-18, 2007

Chinese Language Teachers Association (CLTA)
Annual Conference
 San Antonio, TX
<http://clta.osu.edu/meeting.htm>

November 16-18, 2007

American Council on the Teaching of Foreign Languages (ACTFL)
Discover Languages & Discover the World
 San Antonio, TX
<http://www.actfl.org>

December 27-30, 2007

American Association of Teachers of Slavic and East European Languages (ATSEEL)
Annual Conference
 Chicago, IL
<http://www.aatseel.org>

Workshops & Symposia:

May 5, 2007

Center for Advanced Research on Language Acquisition (CARLA)
Is There Culture in Your Language?
 University of Minnesota, MN
<http://www.carla.umn.edu/conferences/index.html>

May 21-26, 2007

National African Language Resource Center (NALRC)
Standards/Curriculum Development and Evaluation Guidelines
http://lang.nalrc.wisc.edu/nalrc/news/announcement/standards_2007.pdf

June 8, 2007

Center for Advanced Research on Language Acquisition (CARLA)
Assessing What Counts: Incorporating Assessment into Your Units
 University of Minnesota, MN
<http://www.carla.umn.edu/conferences/index.html>

July 10-14, 2007

Center for Language Education and Research (CLEAR)
Developing Online Language Materials
 Michigan State University, East Lansing, MI
<http://clear.msu.edu/training/06workshops/index.html>

June 9-11, 2007

Center for Language Education and Research (CLEAR)
Conducting Action Research in the Foreign Language Classroom
 Michigan State University, East Lansing, MI
<http://clear.msu.edu/clear/professionaldev/summerworkshops.php>

July 12-14, 2007

Center for Language Education and Research (CLEAR)
Integrating Technology and Assessment for Language Teaching and Learning
 Michigan State University, East Lansing, MI
<http://clear.msu.edu/clear/professionaldev/summerworkshops.php>

June 16-18, 2007

Center for Language Education and Research (CLEAR)
Focus on Form in the L2 Classroom
 Michigan State University, East Lansing, MI
<http://clear.msu.edu/clear/professionaldev/summerworkshops.php>

July 19-21, 2007

Center for Language Education and Research (CLEAR)
Keeping Teacher and Student Talk in the Target Language
 Michigan State University, East Lansing, MI
<http://clear.msu.edu/clear/professionaldev/summerworkshops.php>

July 30-August 1, 2007

Center for Language Education and Research (CLEAR)
Making the Most of Video in the Foreign Language Classroom
 Michigan State University, East Lansing, MI
<http://clear.msu.edu/clear/professionaldev/summerworkshops.php>

August 2-4, 2007

Center for Language Education and Research (CLEAR)
Language Teaching and Technology
 Michigan State University, East Lansing, MI
<http://clear.msu.edu/clear/professionaldev/summerworkshops.php>

Summer Institutes:

Center for Advanced Research on Language Acquisition (CARLA)
University of Minnesota, Minneapolis, MN
<http://www.carla.umn.edu/institutes/2007/schedule.html>

June 25-29, 2007

(i) Immersion 101: An Introduction to Immersion Teaching for Chinese and Japanese

June 16-20, 2007

(i) Meeting the Challenges of Immersion Education: "How well do students speak the immersion language?"
(ii) Focus on learner language: Second Language Acquisition Basics for Teachers

July 23-July 27, 2007

(i) Improving Language Learning: Styles and Strategies-based Instruction
(ii) Developing Materials for Less Commonly Taught Languages(LCTLs)
(iii) Developing Assessment for the Second Language Classroom
(iv) Maximizing Study Abroad: Teaching Strategies for Language and Culture Learning and Use

July 24-28, 2007

(i) Culture as the Core in the Second Language Classroom
(ii) Improving Language Learning: Styles and Strategies-Based Instruction
(iii) Immersion 101: An Introduction to Immersion Teaching

July 30- August 3, 2007

(i) Immersion 101: An Introduction to Immersion Teaching
(ii) Culture as the Core in the Second Language Classroom
(iii) Using Technology in Second Language Teaching
(iv) Maximizing Study Abroad

A limited number of stipends are available for teachers of LCTLs
<http://www.carla.umn.edu/institutes/2007/schedule.html>

National African Language Resource Center (NALRC)
Summer Institute for Teachers of African Languages
May 29-June 8, 2007

University of Wisconsin-Madison
<http://lang.nalrc.wisc.edu/nalrc/news/announcement/summer2007.htm>

National Capital Language Resource Center (NCLRC)
Georgetown University, George Washington University, Center for Applied Linguistics, Washington, DC
<http://www.nclrc.org/profdev/workshops.html>

May 22-23, 2007

New Concepts in Teaching Chinese

May 21-25, 2007

Teaching Arabic to College and Upper High School Students

May 29-June 1, 2007

Video Production for Teachers of FL

May 30, 2007

Brain and Language

May 31, 2007

Developing Listening Comprehension Skills

June 18, 2007

Writing proposals

June 19, 2007

Understanding Assessment: Applications for FL Teachers

June 22, 2007

Metacognition and Technology for Language Learning

June 20, 2007

Learning Strategies for Young Learners - Playing among the 5 Cs

June 21, 2007

Linguafolio

June 25-26, 2007

Culture: More than Food, Piñatas and Travel Pictures

July 2-6, 2007

Teaching Arabic K-12 Hands-on Workshop

July 9-13, 2007

Writing and Implementing Curricula for Teachers of Arabic

National East Asian Language Resource Center (NEALRC)

Ohio State University, Columbus, OH

<http://deall.ohio-state.edu/programs/summerPrgrm/default.cfm>

June 18-August 23, 2007

Teaching Japanese: Training Program for Teachers of Japanese

Teaching Chinese: Training Program for Teachers of Chinese

Language Acquisition Resource Center (LARC)

San Diego State University

May 24-26, 2007

Oral Proficiency Interview Training

July 9-13, 2007

Developing Instructional Media for Web Interface Technology

August 6-10, 2007

Creating Proficiency Based Online Placement Tests

August 13-17, 2007

Principles of Online Testing and Assessment

STARTALK 2007 will provide summer programs in Arabic and Chinese language for high school students and professional development opportunities for prospective and current Arabic and Chinese teachers for levels K-16. STARTALK has awarded 34 institutions from 22 states and the District of Columbia, including both public and private universities, high schools, and heritage schools, with funds to host these programs. Over 600 teachers and 1184 students are expected to participate this summer; over 400 will enroll in the Arabic programs and over 1350 in Chinese.

Visit the Startalk Page at the National Foreign Language Center's Website for more information about these summer programs:

http://www.nflc.org/projects/current_projects/startalk/Summer-2007-Awards

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Photo Album



Plenary Presentation:
Carl Falsgraf and Robert Slater



Claire-Marie Hefner Performs
During the Reception



Paper Session



Plenary Presentation: Ralph Hines



Plenary Presentation: Elizabeth Bernhardt



Ray Clifford Receives the Walton Award from
NCOLCTL President, Michael Everson



NCOLCTL Members at a Plenary Session



NCOLCTL Members Examine New Courseware
at the Rosetta Stone Exhibit

NCOLCTL
2006

Photo Album



Dean Gille Bousquet Delivers Opening Remarks



Yoruba Students Perform During the Reception



NCOLCTL Members Attend a Paper Session



Gail McGinn Delivers the Keynote Presentation



Plenary Presentation: Paul Sandrock



The Walton Award Banquet



COTIM Business Meeting



Leonard Polakiewicz Receives the Walton Award from NCOLCTL President, Michael Everson

NCOLCTL 2006

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THE TENTH NCOLCTL CONFERENCE

'PROFESSIONAL HORIZONS IN THE LCTLs:
REALITY AND PROMISE'

APRIL 26TH - APRIL 29TH, MADISON, WI

Plenary Sessions include:

"Multilingual, Multidimensional, Multitasked"

Ambassador Robert P. Finn, Former Ambassador to Afghanistan and Lecturer of Public and International Affairs and Turkish Literature at Princeton University

"LCTLs and Peace-Building in the Middle East"

Prince Firas bin Raad of Jordan

"U.S. Language Policies in the 21st Century: A Dialogue"

J. David Edwards, Executive Director of the Joint National Committee for Language (JNCL) and the National Council for Languages and International Studies (NCLIS)

Richard Brecht, Executive Director of the Center for Advanced Study of Language (CASL)

"Discover Languages...Discover What's New at ACTFL"

Rita Oleksak, President of the American Council on the Teaching of Foreign Languages (ACTFL)

Pre-Conference Workshop (Thursday, April 26):

"The Role of Standards in the LCTLs"

Christine L. Brown, Superintendent of the Glastonbury (CT) Public School System



NCOLCTL 2008

MADISON, WI

APRIL 24TH - APRIL 27TH 2007

PRE-CONFERENCE WORKSHOP:
THURSDAY APRIL 24TH