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A Message from the President

Gautami Shah



Welcome to a new issue of the NCOLCTL Bulletin. It is once again time to take stock and time to reflect. However, I would like to begin my last message as President by first sincerely thanking the NCOLCTL membership for giving me the opportunity to serve as President of this outstanding society. It has indeed been a great honor! I would also like to take this opportunity to offer my heartfelt thanks to all members of the 2006-2007 and 2007-2008 Executive Boards for their hard work and commitment towards realizing many of the goals we set out to accomplish, and to the Secretariat for providing the necessary support to fulfill these goals. I would also like to offer a big vote of thanks to our active member organizations for their invaluable guidance over the years. The strong role of our member organizations within NCOLCTL appropriately reflects the diversity of needs across different languages, and at the same time underscores the common issues we face. Their involvement is key to keeping NCOLCTL up to date with current developments and needs of specific LCTLs. NCOLCTL could not speak on behalf of all LCTLs were it not for the combined competence and expertise of all our member organizations. Our individual membership, the Executive Board, the Secretariat and our member organizations are the four pillars of NCOLCTL.

I would also like to take this opportunity to thank the University of Wisconsin, specifically the offices of Dean Gilles Bousquet, the Dean of International Studies and Director of the International Institute, and Dean Gary Sandefur, the Dean of the College of Letters and Sciences, for their generous financial support over the years. Their generosity has been key to helping NCOLCTL get back on its feet in difficult times a few years ago, and in keeping the organization up and running ever since.

And now it is time to take stock. It seems like it was only yesterday that I was writing my first message as the President and now I am writing my last. The past two years have flown by rather quickly and yet we have accomplished a lot.

In an attempt to tap on the expertise of our larger membership and further professionalize our peer-refereed journal, JNCOLCTL, last year at this time we were in the process of interviewing candidates for the post of editor of the journal. It gives me great pleasure to introduce to you Danko Sipka our new Editor-in-Chief of JNCOLCTL. Professor Sipka, from Arizona State University, took charge of his office last fall and has already made his mark by

editing the 2008 issue of JNCOLCTL. On page 4 of this Bulletin Professor Sipka has shared his vision for the journal. As is evident from the 2008 issue of JNCOLCTL, Professor Sipka has already implemented some of his vision for the journal by strengthening the peer review process, instituting a high powered advisory board, and by structuring the journal in four sections that will help maintain a broad coverage of relevant content areas. We are indeed very fortunate to have Professor Sipka's leadership for JNCOLCTL. Please join me in welcoming Professor Sipka to his new office at NCOLCTL and please plan to submit your best manuscripts for publication in the journal.

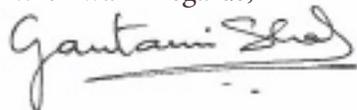
Last year, with the hope of empowering our membership we initiated a salary survey across LCTLs. I am delighted to report that a total of 319 respondents filled out the on-line survey. Many thanks to all those who participated in the first NCOLCTL salary survey. The relatively large number of responses allows us to report average salaries and ranges for a number of LCTLs, including Arabic, Chinese, Hebrew, Hindi and Urdu, Japanese, Korean, Turkic Languages, Slavic Languages, Other African & Asian Languages and Other European Languages. Some grouping was necessary to avoid identification of individual responses in the summaries. In addition to the summaries by language or language groups, we report adjustments for location and type of institution. I believe the reported summaries will be an important contribution towards professionalizing the practice of LCTLs. Comparison with national data will enable instructors make informed career decisions and it will also be helpful for administrators and coordinators who often face the daunting task of planning and justifying competitive compensation in fields that are often new within the institution. A more detailed report of the salary survey results should be in your conference folder. We are also working towards making the results available online through password protected access for members. I hope that the 2007 salary survey will start a new tradition of providing periodic updates that can serve as a common reference that members can rely on.

In an effort to continue engaging our senior colleagues as well as to attract young and/or future LCTL professionals, this year we instituted a reduced student and senior rate for membership. Also, this year for the first time we offered graduate students and part-time lecturers accommodation grants to attend the 2008 conference. Other initiatives in the pipeline are exploring the possibility of having a NCOLCTL Honor Society and the articulation of guidelines on how LCTL programs should be structured. The University of Wisconsin-Madison and NCOLCTL joint National Online Teacher Training project is also on schedule and so, in all, we are on track.

And now I would like to share some personal thoughts on possible future directions for NCOLCTL. An important challenge where NCOLCTL's input is needed is in the setting of national policy regarding languages. The dialogue regarding a national language policy has commenced, but we are conspicuously absent. This is remarkable since NCOLCTL is optimally positioned to take on a leadership role in shaping national policy on languages in general and LCTLs in particular. It is time for us to participate in the ongoing dialogue. Furthermore, there are several well-intentioned governmental and non-governmental funding and programmatic initiatives well on the way, but many are knee jerk reactions and band-aid solutions without regard to the long-term implications of the same. NCOLCTL is the premier national professional society for LCTL pedagogy. It is therefore natural and important that NCOLCTL provide national leadership and guidance for the practice of LCTL teaching, LCTL pedagogy research and most importantly any national policy affecting LCTLs. One way to enter the dialogue and influence relevant policy and funding decisions is for NCOLCTL to be proactive, and similar to the National Research Council (NRC) reports, publish a report that identifies needs, opportunities and challenges of LCTL teaching. I believe a well-argued report would be a welcome decision support for funding agencies and lawmakers.

On that note, in bidding you all farewell, I would like to congratulate and welcome incoming President, Hong Gang Jin. I believe NCOLCTL is on a good course, and with Hong Gang Jin at the helm, in good hands too. I would also like to encourage you all to actively participate in shaping the future of NCOLCTL. The success of any society depends on its membership and I assure you the experience afforded and ties forged in the process of being involved are most rewarding.

With warm regards,



Gautami Shah
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President, NCOLCTL

**'IF YOU BUILD IT,
THEY WILL COME'
A MESSAGE FROM THE IMMEDIATE
PAST PRESIDENT**



This has been my last year as a member of the NCOLCTL board, so I wanted to leave it with a round of “thank you’s” as well as a recommendation about what I see as the membership’s role in moving our organization forward. First, I want to thank all my fellow board members, past and present, and our Executive Director, Antonia Schleicher, for being such gracious colleagues these many years.

I also wish to thank the members of the University of Wisconsin whose sponsorship and patronage were critical to NCOLCTL’s well-being these past years. I have been involved with NCOLCTL in one form or another for about ten years, and have watched the organization go through a number of transitions, from a fully-funded organization supported by Ford Foundation money, to one that needed to be totally re-tooled into an individual membership organization when that funding ran out. Clearly, thank you’s need to go out to all of you, the NCOLCTL members, as you never faltered in your support of our organization during those tenuous times of change and transition even though there were naysayers who doubted NCOLCTL’s continued viability. Living in Iowa, I am reminded of the movie “Field of Dreams,” about an Iowa farmer who suddenly hears voices directing him to plow under a perfectly good cornfield and replace it with a baseball diamond. The voices also give him an equally cryptic message, “If you build it, they will come.” Among the many themes of this movie is one that stresses the power of dreams and the belief that certain institutions are so integral to the human spirit that people cannot help but want to be a part of them. I feel that our organization embodies such a spirit, composed as it is of members who have toiled without a lot of credit or without a lot of fanfare to maintain the capacity to learn and utilize languages that are far from the consciousness and even the imagination of U.S. language education. We do know, however, that this situation has started to change, as many of the languages that you represent are becoming more sought after among learners and policymakers who see a future where the study of languages such as Chinese, Hindi, Arabic, Persian and a host of others will be more available.

So, in leaving the board, I just want to send you the message of involvement. Please stay involved with NCOLCTL in any way you can, especially in leadership roles, whether this role be serving on a committee, running for an elected position on the board, or putting forth ideas to the board that moves our organization forward. In the future, I’m sure that the leaders of NCOLCTL will be calling on you for ideas, proposals, and participation in other projects that will help our organization grow. I would ask you to give of your time to answer these requests, because this organization provides a forum for less commonly taught language discussions that

is both unique and important. I look forward to our continued interaction in the future.

Michael Everson
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Immediate Past President, NCOLCTL

**'NEWS FROM THE SECRETARIAT'
A WORD FROM THE EXECUTIVE DIRECTOR**

It is my honor to address the growing NCOLCTL membership. Last year’s conference was the biggest so far - we had an unprecedented amount of proposal submissions and incredible turnout. Likewise, our membership numbers have exceeded our expectations. While retaining our status as an organization of organizations, representing many professional associations of LCTL teachers, we are now becoming an organization made up of individuals. What does this mean?



As we all know, the LCTLs are characterized by a lack of certain amenities and infrastructures that other language groups enjoy. As such, many LCTL teachers feel that they are alone at various institutions, without guidance or professional peers. For some of the truly LCTLs, they may not even have a language-specific professional organization to turn to. NCOLCTL is becoming the home for all of these teachers. Our annual conference is helping LCTL teachers, regardless of particular language, to share the challenges and successes that have characterized their classrooms. I am always so glad to hear it when an individual teacher comes up to me and says, “Thank you, I learned so much from that session!”

Last year, the membership reelected Dora Johnson to serve as the Individual Member Representative to the Delegate Assembly. The person in this position provides members with a way to make their voices heard on the Council. Please talk to Dora if you have any concerns you want the Council to consider. In the coming year, we would also like to help individual members with grant proposals and other professional opportunities. The NCOLCTL secretariat is here to work for you. All you need to do is contact us and ask.

The success of the organization continues to have a great deal to do with the collaborative spirit of the 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), Gerald Lampe (Member at Large), and Maria Kosinski (Member-at-Large) for their hard work and dedication. Gautami Shah will be stepping down as the President this year, while Hong Gang Jin will step in. I also want to thank Matthew Brown and Joseph Chikowero of the Secretariat for helping to plan the NCOLCTL conference and Adedoyin Ad-

enuga for providing technological support.

I wish you all of the best in 2008 and hope that NCOLCTL has been able to help you achieve your professional goals in the LCTLs. Please contact us any time you have questions about the organization or about our field. Let's continue to work together towards being the preeminent organization representing the reality of teaching the LCTLs

Antonia Folarin Schleicher
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 Executive Director, NCOLCTL

A NOTE FROM THE INCOMING EDITOR OF THE NCOLCTL JOURNAL

Throughout my professional career I have been involved in teaching and researching Slavic languages and occasionally other LCTLs, as a university professor, consultant in the language industry, and a government contractor. I am also a life-long LCTL and CTL learner (most recently of Modern Standard Arabic, and before that, Mandarin Chinese). Such a personal history naturally led toward my involvement in NCOLCTL and its journal.

I commenced my editorial duties for the Journal of Less Commonly Taught Languages (JLCTL) in the United Nations' Year of Languages (see: <http://www.un.org/News/Press/docs/2007/ga10592.doc.htm>) and in the post-MLA-report year (see <http://www.mla.org/flreport>), a year of momentum for LCTLs.

Taking over from Michael Everson, to whom I remain indebted for his generous guidance, it is my intention to seize the moment and steer the Journal down the stream generated by the seminal MLA report. I see the journal as contributing to a more aggressive advocacy of LCTL issues and a venue for serious research offered by our field.

My envisioned editorial strategy for the Journal can best be described as innovative conservatism. While preserving the general editorial focus on policy, education, programs, advocacy, and research in the field of less commonly taught languages, I plan to include the following distinct content areas.

- a. Methodology and Technology,
- b. Academia,
- c. Beyond Academia,
- d. Social Embeddedness

The first area will include papers focusing on broader theoretical and technological issues in all fields of less commonly taught languages. The second area will encompass reports about research and teaching in academia, at K-12 and collegiate levels. The third area will be comprised of papers addressing research and teaching in government and industry. Finally, the fourth section will address the issues of a broader social environment, ranging from work with heritage communities to advancing LCTLs in federal initiatives and legislation. While it will take some time and an increase

in submissions to organize these areas into distinct sections of the Journal, the papers in the 2008 issue (currently under preparation) already cover all aforementioned thematic areas. Another plan for the future is to publish occasional thematic volumes in addition to the regular ones.

Needless to say, my goal is to achieve as broad a geographical coverage as possible, which will be seen in the 2008 volume.

While most papers will, as before, come from the annual NCOLCTL conferences, my goal is to encourage other submissions with an eye toward adequately covering all four aforementioned areas.

Each submission to the JLCTL will receive anonymous review by at least two LCTL specialists. Only those papers that receive two positive evaluations will be published. In addition to an array of excellent reviewers, my editorial work will be supported by the Advisory Editorial Board, a body comprising eight preeminent LCTL specialists: Elizabeth Bergman (Georgetown University), Richard Brecht (U. of Maryland), Stephane Charitos (Columbia University), Victor Friedman (U. of Chicago), Michael Hillmann (U. of Texas), Scott McGinnis (Defense Language Institute, Rajendra Singh (U. de Montreal), David Zorc (McNeil Technologies). The call for submissions for the 2009 issues should be expected shortly after this year's NCOLCTL conference.

Danko Šipka
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 Arizona State University



Danko Šipka is professor of Slavic languages at the Arizona State University Department of Languages and Literatures. Dr. Šipka has worked as a research associate professor and acting director of the ASU's Critical Languages Institute for three years and has conducted research at many institutions, including the University of Sarajevo and University of Belgrade in former Yugoslavia, the University of Poznan, the University of Wrocław, the University of Warsaw, and Jagiellonian University in Poland, the University of Munich and the University of Dusseldorf in Germany. He has a Ph.D. in linguistics from the University of Belgrade, a doctorate in psychology from Polish Academy of Sciences, and an M.A. in Russian from the University of Poznan.

Dr. Šipka is an expert in teaching Bosnian, Croatian, Serbian, and Polish, former Yugoslav literature and culture, and is adept at teaching Russian, Slovene, and Old Church Slavonic. Dr. Šipka is currently working on language instructions programs in Polish, Bosnian, Croatian, or Serbian, and Learner-centered Task-based Language Instruction. His research includes complex projects in traditional lexicography and lexicology, contrastive linguistics of Slavic languages, computational lexicography and grammar, as well as computer assisted language learning. Dr. Šipka has a great deal of administrative experience in tasks ranging from project leadership in traditional and computational lexicography over curriculum design and instructional oversight to grant proposal writing.

NCOLCTL AFFILIATE PROFILE: NATIONAL ASSOCIATION OF SELF- INSTRUCTIONAL LANGUAGE PROGRAMS (NASILIP)

NASILP—"Tomorrow's Languages Today!"

If you wish to offer an LCTL with modest resources, NASILP will help you get started at your institution.

The National Association of Self-Instructional Language Programs (NASILP) is North America's oldest professional organization specifically devoted to fostering study of less commonly taught languages through self-instructional principles utilizing a "prochievement" modality developed for an academic setting.

NASILP provides channels through which the Association's members share their concerns and expertise. NASILP is a member of The American Council on the Teaching of Foreign Languages (ACTFL). It is an organizational affiliate of the Joint National Committee for Languages and the National Center for Languages and International Studies (JNCL/NCLIS) and a founding member of the National Council of Less Commonly Taught Languages (NCOLCTL) headquartered at the University of Wisconsin-Madison.

NASILP has institutional members throughout the United States and Canada providing self-managed programs in more than fifty languages to thousands of students. Most institutional members are 4-year colleges and universities although 2-year colleges and secondary schools are increasing in membership.

NASILP is also a co-participant in a Critical Languages Series CD-ROM language courseware project along with the University of Arizona's Critical Languages Program (UA/CLP), Computer Aided Language Instruction Group (UA/CALI), and UAPress. This series consists of CD-ROM language courseware in Beginning Brazilian-Portuguese, Cantonese, Chinese, Kazakh, Korean, and Turkish and DVD-ROM courseware in Beginning Ukrainian, Intermediate Cantonese, Kazakh, and Turkish and Advanced Kazakh; it is distributed by the UAPress.

At present DVD-ROMs for Beginning Kurdish, Intermediate Ukrainian, and Advanced Turkish are scheduled for release in the summer of 2009. All courseware has been developed with support from the National Security Education Program (NSEP), the U.S. Department of Education, International Research and Studies (IRS) Program, the UA Office of the Vice President for Research, and the Office of the Dean of the College of Humanities

NASILP welcomes faculty and administrators to its 35th Annual Conference in the Washington D.C. area on October 31st and November 1st of this year. The Conference is result-oriented with participatory workshops and presentations by leaders in the field from government and education. It is held at the Crystal City Hilton in Arlington, VA, a fifteen minute Metro ride from downtown Washington.

Since NASILP is a membership organization, most information may be obtained by contacting the NASILP Secretariat or by accessing the "Members Only" section of its website by completing a Membership Application at nasilp@u.arizona.edu or call 520-626-5258.

Alexander Dunkel
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Executive Director
NASILP at Critical Languages

NCOLCTL AFFILIATE PROFILE: AMERICAN ASSOCIATION OF TEACHERS OF KOREAN (AATK)

The American Association of Teachers of Korean was founded in 1994 for all levels of teachers of the Korean language, culture, and literature in the United States of America. Its mission is to enhance and promote an interest in the teaching and learning of the Korean language, culture and literature; to carry out research in second language acquisition, applied linguistics, language pedagogy, as well as in the teaching of culture and literature, and to provide a forum for presenting research findings.

The activities of the American Association of Teachers of Korean, which is commonly referred to as "AATK," include but are not limited to the following:

- A. Host annual workshops for professional development and conferences for the exchange of ideas, information, experience, and research results and findings.
- B. Encourage the development and demonstration of instructional materials, teaching methods, and curricula
- C. Publish a journal, proceedings, and newsletters
- D. Voice the Association's concerns related to Korean language education in the United States
- E. Raise funds to carry out the Association's activities.

Membership to the American Association of Teachers of Korean is open to all present teachers or future teachers of the Korean language, culture, and literature in the United States. For more information about joining AATK, visit the website at: <http://www.aatk.org/html/membership.html>

To further its mission, the AATK is working on a number of projects and programs. Projects for the immediate future include:

- (i) Creating a web page for Korean language textbooks, annotated with descriptions of individual textbooks and a list of institutions that use them, together with ratings and links to publishers.
- (ii) Cataloging Korea-related articles, including links to downloadable abstracts and/or pdf files, similar to those in library databases.
- (iii) Posting a survey of study abroad programs
- (iv) Providing a list of materials available from the Korea Foundation.

(v) Building a clearing house/bulletin board of downloadable teaching materials.

More long-term goals include strengthening the AATK infrastructure by expanding the membership base and enhancing our website, cooperating with other organizations in and outside the U.S. to better achieve our common goals of promoting and enhancing the education of Korean language and culture.

For more information on AATK activities, go to their website at <http://www.aatk.org>, or e-mail AATK President Young-mee Yu Cho at yucho@rci.rutgers.edu

NEWS FROM ALTA (AFRICAN LANGUAGE TEACHERS ASSOCIATION): NALRC HOSTS FOREIGN LANGUAGE TEACHING ASSISTANTS



During August 12 – 16 and 20 – 24, 2007, the National African Language Resource Center (NALRC), hosted an orientation and training workshop for about 90 Foreign Language Teaching Assistants (FLTAs) selected by the Institute of International Education and Fulbright-Hays to assist in the teaching of various LCTLs during the academic year 2007-2008. Headed by African Languages Professor and Executive Director of NCOLCTL, Antonia Schleicher, the NALRC hosted the two-part workshops at the Sheraton and Madison Concourse hotels, in Madison, WI.

Students from countries such as Afghanistan and China rubbed elbows with peers from places as disparate as Nigeria and India. The highly successful program introduced these scholars to the basics of foreign language pedagogy. The training menu included such critical issues as curriculum development, dealing with students in an American academic environment, standards for learning foreign languages, incorporating culture into the foreign language classroom, individual differences in learning foreign languages, classroom management, preparing syllabi and lesson plans, and error correction.

Professor Sandra Arfa, Director of the English as a Second Lan-

guage Program at the University of Wisconsin-Madison, presented on the communicative approach to teaching foreign languages. FLTAs were then given the opportunity to demonstrate how to teach their own languages using this approach. In addition to presentations by Schleicher and Arfa, the program also tapped into the expertise of top-level pedagogists, scholars, research authorities, and other experts from the University of Wisconsin System and beyond, such as Professors Charles James, Robin Worth, Dianna Murphy, Steve Timm, Jacques du Plessis, Kathy Moulton (University of Florida), bibliographer Emilie Ngo-Nguidjol-Songolo; the Institute of International Education's Shahreen Rahman and Marsha Firth; and UW-Madison's Assistant Provost in the Office for Equality and Diversity, Luis Pinero.

Since the program was conducted close to the UW-Madison campus, the FLTAs had ample opportunity to experience the atmosphere of a typical US campus through their interaction with students, professors, and members of the community. A guided tour of the Capitol also familiarized the FLTAs with aspects of US culture.

The perspective and experiences of US students in foreign language learning classrooms were given by Dr. Charles Schleicher, Angela Guitierrez, Samantha Joan Diver, Will Lipske, and Aaron McKean. This 'student' perspective prepared the FLTAs for the interaction they are likely to have in US foreign language classrooms.

In general, the orientation was a great success. New FLTAs were given a lot of information to mull over in the short time they were in Madison, but they left for their various institutions armed with the kind of knowledge all LCTL teachers should have. The NALRC hopes that such training and professional development opportunities continue to professionalize the field of language teaching, especially the LCTLs.

THE 2008 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), Ray T. Clifford and Leonard A. Polakiewicz (2006), and Thomas J. Hinnebusch (2007). This year, NCOLCTL is proud to announce that Erika H. Gilson, Senior Lecturer in Turkish at Princeton University joins the list of distinguished recipients of the Walton Award.

To learn more about Dr. Gilson and her views on lctl, please turn to the e-interview on page 9.



REPORT FROM CHINESE LANGUAGE ASSOCIATION OF SECONDARY SCHOOLS (CLASS)

CLASS became ACTFL Convention Co-Sponsor

CLASS Executive Director, Yu-Lan Lin, announced the breaking news at the 2006 Board Meeting that the proposal to include CLASS as one of the ACTFL convention co-sponsors was approved by a unanimous vote at the meeting of the ACTFL Executive Council on November 14, 2006. A call for proposal submission was sent out immediately via group e-mail announcement to all members. In February, Review Committee members were trained by ACTFL to rate each proposal online and indicated whether it was accepted or rejected. The proposal review task was completed in February 28. Twelve sessions were selected from twenty-five proposals. Some presenters graciously accepted the recommendation suggested by the Review Committee to share session with additional presenters.

National K-12 Chinese Language Survey

CLASS conducted a national survey in 2003-2004 to collect data on most commonly used textbooks and student enrollment information on Chinese programs at K-12 schools. Once again, in January of 2007, CLASS conducted the first online survey to its members across the country. By the end of February, 228 members completed the survey. The preliminary results compiled in March have shown an increase in enrollments to 21,580 students. There were 12,130 Chinese language students in high schools, 3,579 in middle school/junior high schools, and 5,873 in elementary schools. In addition, there were 6,000 students studying Chinese at K-12 levels in Chicago Public Schools. Among those 228 survey respondents, 59% said they have certification, and 44% of them were teaching their students in both traditional and simplified characters. A more detailed survey report will be posted on the CLASS website in the spring of 2008.

CLASS Leadership Conference

The 2007 CLASS Leadership Conference was held on March 24-25 at the Ohio State University in Columbus, OH. Discussions included the celebration of CLASS 20th anniversary, summer programs for teachers and students, the design and layout for website, the results of national survey, recruitment of Chinese Bridge delegates, the establishment of a national Chinese examination, and guidelines for CLASS board members. The conference attendees worked in small groups to develop timelines and job descriptions for various committees such as advocacy and outreach, membership, national student essay contest, national honor society, election and nomination, and CLASS website. They met with Dr. Galal Walker, Dr. Minru Li, and Kun Shi to learn more about three organizations relating to Chinese teacher training at OSU-NEALRC (OSU National East Asian Language Resource Center), DEALL (the Department of East Asian Languages and Literatures) and SPEAC (Summer Program East Asian Concentration).

2nd Chinese Bridge US High School Speech Contest

The first CLASS Chinese Bridge Speech Contest was held on May 7, 2005 at the Embassy of the People's Republic of China in the United States of America. The purpose of this event was

to encourage more non-native speakers to learn Chinese language at the pre-college level, as well as highlight their outstanding academic achievement in learning Chinese. In collaboration with the Confucius Institute at the University of Massachusetts at Boston, CLASS co-sponsored the second Chinese Bridge Speech Contest with generous funding from the Office of Chinese Language Council International (Hanban). The finalists were invited to participate in on-site speech contest on April 28 at UMass Boston Student Center.

REPORT ON RECENT AATT (AMERICAN ASSOCIATION OF TEACHERS OF TURKIC LANGUAGES) ACTIVITIES

ACTFL Training

AATT sponsored six members to participate in the NMELRC-initiated ACTFL tester training workshop which took place in Provo, UT early in June, 2007. This means that once the certification process is completed, there will be for the first time 6 certified testers for Turkish proficiency.

AATT-sponsored Graduate Student 'Pre-Conference'

AATT hosted the third Graduate Student 'Pre-Conference', this time in conjunction with the Central Eurasian Studies Society Conference [CESS] which took place at the University of Washington in Seattle, October 18-21, 2007. AATT offered travel stipends to four successful applicants. To be eligible, applicants have to submit a paper in any field, as long as they use one of the Turkic languages for their research. Due to logistical issues, instead of a whole day event, it was a half-day event with one panel, with only 4 papers accepted. The Pre-Conference will switch back and be held before the MESA conference, which will be held in Washington, D.C. in November '08. A full day with 8 papers is being planned, hosted by Georgetown University.

AATT Roundtable at MESA

AATT sponsored a roundtable "Language Instruction through Film: Some Turkish Models" at the MESA conference in Montreal, Canada, in November 2007, which attracted a great many members and other conference attendees.

Annual AATT Business Meeting

The Association's annual business meeting was held in Montreal, November 17, 2007. The result of the elections to the Executive Board were announced with the makeup of the present board as follows: Uli Schamiloglu [UWiscconsin], President, Erika H. Gilson [Princeton], Executive Secretary-Treasurer, Pelin Basci [Portland State], Bulletin Editor, Roberta Micallef [Boston U], Secretary, Erdag Goknar [Duke], Hakan Karateke [Harvard], Suzan Ozel [Indiana U affiliation], Kurtuluş Oztopcu [Independent], members at large.

Projects, Prizes, and Progress:

- AATT websites: resources link which has been in development by Roberta Micallef at Boston University. A preliminary version of this webpage on her Boston University website and will

be finalized after incorporating responses from colleagues.

- CAORC-Critical Language Program for summer study in Turkey: several AATT members are directly involved in running these programs which are growing rapidly. Last year almost 600 applications were received for summer study scholarships in Turkey for elementary and intermediate levels. Because of this demand, the number of scholarships has been increased for this summer, and one more level, advanced, has also been included.

- Redhouse student prize for best progress

There were four prizes given out in 2007 for best progress in Turkish. These were announced during the Turkish Studies Meeting as well as at the AATT Meeting. Two of the winners were from the West Coast, one from Michigan, and one from the East Coast.

- Advanced modules for Turkish

One of our members, Bile Ozel, with AATT funding has edited and updated the files for the advanced modules for Turkish which were initially developed with USED funding at the University of Pennsylvania under Brian Spooner's direction. The pdf files which were prepared have been carefully reviewed by Nihan Ketrez. They are now almost ready, and will be made available on the AATT website for downloading to AATT members only.

- Wisconsin CAILS Project: Kazak lessons

Under the directorship of the AATT President, Uli Schamiloglu, the Central Asian Listening Series housed in the UW-Madison Language Institute has developed the first five Kazak lessons. After careful review, the project will expand to make this a much needed resource for learning Kazakh.

- State of Turkish Language positions in Academia

There was a discussion on the state of Turkish language positions in Academia. The discussion at the meeting demonstrated how dismal many find the state of the field.

ACTFL Testers for Turkish

Members of AATT are participating in the NMELRC project on Assessment for the four Near Eastern languages, a four year project to develop assessment tools for the four language skills for the intermediate and advanced levels. The project is guided by Ray Clifford, the current ACTFL President.

The project director is Erika H. Gilson, and the Turkish team consists of 6 AATT members. The teams met at Brigham Young University in Provo for a workshop in January 2007, beginning work on assessment tools for reading comprehension. The resulting test items were reviewed at ACTFL Headquarters in August, and are currently being prepared for on-line access. Work will begin on the second phase, developing items for listening, with a workshop in February in Provo.

NEWS FROM CHINESE LANGUAGE TEACHERS ASSOCIATION (CLTA)

Dear NCOLCTL Members,

Under the leadership and tremendous effort by the past presidents and the board of directors and the hard work of the officers of the CLTA, much has been accomplished. The long list of achievements in the past year includes (i) drafting a well-articulated

CLTA mission and vision statement, (ii) initiating online voting, online membership renewal and update of information, and moving the CLTA website to CLTA-US.org, (iii) expanding research and professional development offerings through a pre-conference workshop, a fruitful collaboration with the STARTALK program at NFLC, a post-conference workshop on Learner-Friendly Grammar for Chinese Instruction, and an empirical research workshop.

While looking back and celebrating a wonderful year, we have also been working diligently and moving forward. We want to capitalize on the current momentum, ensuring that the CLTA truly "represents Chinese language teachers in all educational settings... supports establishing and sustaining quality Chinese programs, K-16 articulation, teacher education and professional development, and research relating to all aspects of teaching and learning about Chinese languages and cultures... [and] is committed to providing leadership, scholarship, and service to its members and to all sectors of society." (CLTA mission statement).

We have many lofty goals and need the support from everyone. In the coming year, we will strive to:

Enhance collaboration and create more opportunities for cross-level/institution, cross-linguistic projects. In addition to co-sponsoring the CLTA-CLASS forum at the annual conference, we will actively seek collaboration opportunities with ACTFL, all other Chinese language associations, relevant institutions, agencies regarding articulation, assessment, standard, professional development and rigorous theoretical and empirical research in teaching Chinese as a foreign language at all levels in different systems.

Establish strong links with regional CLTAs. For the last several years, we have witnessed the blossoming of regional organizations. It is important that experiences and resources are shared and that efforts are not duplicated. The CLTA will be the facilitating and unifying force that connects all CLTAs in a cohesive and strong network. A committee building the bridge between the CLTA and the regional associations has been discussing the possibilities and drafting guidelines.

Encourage and strengthen research on Chinese language teaching and related studies; provide stronger support and better opportunities for professional development. This requires funding for research and workshops to share knowledge, experiences and results. There have been more awards from the tremendous fund-raising efforts by the many volunteers on the CLTA board and the continuing commitments from many generous donors. We are greatly increasing our fund-raising efforts and working to establish more incentives to encourage donations. The CLTA monograph #4 is in the very competent hands of Mike Everson and its successful completion will come soon.

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 Professor: EALC, Linguistics
 University of Southern California

REPORT FROM AATSEEL

Former Russian President Vladimir Putin worked with UNESCO to declare 2007 “the Year of the Russian Language.” While one might wonder about Putin’s motivation for making such a proclamation, the past year was generally good for teachers of Russian and other Eastern European languages. Countries from Spain to China held conferences recognizing the importance of Russian language teaching, and after years of declining enrollments, many colleges and universities in the US saw increases. The information is not yet collected, but reports compiled by the Russian Language Centre of Moscow’s Lomonosov State University, the American Council for Teachers of Russian (ACTR), and the American Association for the Advancement of Slavic Studies (AAASS) suggest that interest in the Russian language is on the rise.

The American Association of Teachers of Slavic and East European Languages (AATSEEL) remains the primary organization for promoting the teaching and study of Russian and over a dozen other languages, literatures, and cultures (e.g., Polish, Bulgarian, Romanian, etc...). AATSEEL addresses the needs of all educational levels, elementary through graduate school. Like similar organizations, AATSEEL provides its members with a range of support services including subscriptions to its two quarterly publications, *The Slavic and East European Journal* (SEEJ) and the AATSEEL Newsletter. For over 50 years, SEEJ has been the primary refereed scholarly journal for research studies and reviews in all areas of Slavic languages, literatures, and cultures. The AATSEEL Newsletter provides information on jobs, recent news in the field, language-specific (Czech, Ukrainian et al.) updates, teaching strategies, and other material relevant to Slavic language study. Most AATSEEL members have published articles, reviews, or occasional pieces in one of these outlets.

AATSEEL holds its annual conference at the same time and place as the National Conference of the Modern Language Association. In 2007, Slavists gathered in Chicago, IL from December 27-30. Over 300 participants presented papers, round-table discussions, and workshops on a wide range of topics. Other events included sessions on the “academic job search,” readings of poetry and fictional works in translation, a video presentation of Princeton University’s production of Boris Godunov, and the President’s Reception where numerous awards were given out. Among the latter, for the second year in a row, a non-Russian-language work won the award for Best Contribution to Language Pedagogy: *Rozmovlajjmo!* (Let’s Talk!): A Basic Ukrainian Course with Polylogs, Grammar, and Conversation Lessons by Robert A. DeLossa, R. Robert Koropeckyj, Robert Romanchuk, and Alexandra Isaievych Mason, (Bloomington, IN: Slavica Publishers, 2005).

Slavists also contributed to many regional AATSEEL, MLA, and AAASS conferences in 2007, and, as always, several papers on language issues were presented at the AAASS National Convention in New Orleans in November. Russian teachers and professors frequently present their findings at the conventions of other national organizations such as ACTFL, AAAL, NCOLCTL, etc...

Two decades ago, Russian language study was at its height in this country. Mikhail Gorbachev’s policies of perestroika and glasnost intrigued most of the world outside the former Soviet Union and helped to generate interest in learning about life and language behind the former Iron Curtain. Since then, Russian language teachers have faced some difficult moments: high school programs closed and interest waned on college campuses. 2007 may be remembered as the year that Russia, once again, came back into international prominence.

For more information on any of the points above or on Russian language teaching, visit the web sites for the individual organizations. Two final sources worthy of mention are <http://www.russianlife.com/>, where readers can explore a variety of issues related to Russian culture and life, and <http://www.russnet.org/home.php>, devoted especially to teachers of the language who are seeking innovative methods for their classrooms.

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 Associate Professor of Russian Studies
 Hamilton College

INTERVIEW WITH ERIKA GILSON: RECIPIENT OF THE 2008 WALTON AWARD

Dr. Erika Gilson is a leading scholar in the field of Turkish language, and an exemplary figure in the field of Less Commonly Taught Languages. She has instructed students at various prestigious universities for more than three decades. Over the course of her career, Dr. Gilson has published an impressive array of materials relating to the Turkish language and language acquisition, including countless articles and book reviews, a textbook for students of the Turkish language, and a book entitled The Turkish Grammar of Thomas Vaughan: Ottoman Turkish at the End of the XVIIth Century According to an English “Transkriptionstext”. She has developed numerous interactive courseware programs and web-based resources for language acquisition. Her colleagues hail her as the heart and soul of the American Association of Teachers of Turkic Languages; she has also been an active member of NCOLCTL since she joined the steering committee twenty years ago, and a member of Computer Assisted Language Instruction Consortium (CALICO) for over a decade. The following is an e-interview with Dr. Gilson:

1. Among your distinguished achievements, you have published numerous articles and books, launched a number of impressive AATT field building projects, and developed many language materials and on-line courseware for Turkic languages. What are some of the highlights you have experienced and some of the challenges you have faced?

First of all let me say that this is an honor that I am not sure I am worthy of. Ron Walton was an inspiration to all who knew him - this honor has certainly special meaning for me. I want to thank very much my colleagues who nominated me: whatever I may have ‘achieved’ — and we are not done yet — has been strictly through a joint enterprise.

Most of my time has been devoted to establishing and nurturing AATT. Looking back over the 20 odd years, I have to say that in a way it was easier then: we could count on tenure-track or tenured language teaching faculty as core members. Commitment from such invested members was quite automatic as the importance of the undertaking needed no explanation. Gradually, such positions were eliminated with most teaching being done today by adjuncts, graduate students, or lecturers with no permanency. Insecure in their positions, most of them, have no permanent interest in the field. Although our membership has increased, we do not find the same commitment that earlier colleagues had. So, I consider those early years full of enthusiasm working to form the association, the highlights. The challenge facing associations such as ours today is to continue to make the association relevant to a new type of membership, a membership not really invested in the field and conscious of the benefits of joint endeavors.

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

Well, I would say LCTLs as a 'field' really begins with the founding of NCOLCTL. Who knew we were a 'LCTL'? What was that? Even though we formed an association, the American Association of Teachers of Turkic Languages [AATT], in 1985, thinking of our languages in this manner, that is as a LCTL, made us aware that there were 'others', that there was an advantage to getting together to work on 'solutions to common problems.' Here I hear the voices of Ron Walton, Dick Brecht, Terry Ramos, and Dick Lambert during the early discussions of the 'field.' Today, panels on LCTLs are encouraged on all major associations that previously showed little or absolutely no interest. A major shift has taken place in that LCTLs do have a say today, they are overall recognized as a vital component in the American educational process—if not yet fully accommodated within academic structures, that is, the 'fit' of LCTLs in academe is still being worked out.

3. You have been described by your colleagues in AATT as a leader with vision, passion, professionalism, and—most importantly—who is constantly prodding. You have also helped establish a strong AATT board which is being considered as a model board for other organizations. What does it take, in your opinion, to be a successful leader in an organization?

Actually I never thought of myself as a leader; I am totally involved and passionate about the subject, yes. But I think AATT functions because it has what proved to be a working constitution. Further, we are a non-profit entity and can apply for funding independently, and we have committed volunteers who take the three-year position on the Board seriously.

4. As a linguist and language professional, you have developed and published a great deal of language materials and taught many language courses at different levels. What advice would you give to the field of language instruction in order to ensure the quality of language education?



ERIKA H. GILSON

Language instruction in the LCTLs is very different today due to the state of digital technology and the changes the proficiency movement has brought about. We now have full and continuous, ready and easy access to the authentic language—sounds, video and texts—certainly for any of the Turkic languages which was not the case until fairly recently. The learner is exposed to authentic, living language rather than only grammar and scripted, text-based materials. Before the advent of the proficiency movement, the prevailing approach to 'language instruction' in academe was a book-based understanding of the properties of a particular language rather than the process of acquiring the ability to function in that language; that was the norm. With the proficiency movement, the 'push' has

been to produce students at the intermediate proficiency level—the level most institutions offering a LCTL aim for. In a way, I think this has hurt us. A language course as an academic subject for which students receive full credit still ought to teach about all aspects of the language—and the most important component here is culture—in addition to how to process and function in that language. Else we neglect the 'academic' aspect of the course, and deprive students of the base which they need to attain higher proficiency levels of the language, whether for purposes of literary studies, business or government work. This is becoming a crucial issue as the realization sinks in that an individual functioning at the intermediate level is of limited use for global interaction. Language instruction from the onset has to have the aim of making possible further progression to full proficiency in the target language.

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

As mentioned already, the field of LCTLs today is very different, both as it concerns the institutional environment — there is greater demand, yet less recognition and academic placement - and the individual who now has more opportunities to become a true 'professional;' that is, someone who wants to be a teacher of a LCTL can receive a methodological and pedagogical background in addition to linguistic and cultural expertise. We certainly did not have this opportunity before, most of us beginning to teach the language while our degrees were in history, philology, literary or 'oriental' studies. As to advice, find a mentor, get the best academic preparation as possible but know that as it stands at the moment, you will most likely not be considered for a regular tenure track position. We all need to understand that this is not what intelligent, ambitious graduate students would like to hear, and we all have

a lot of work to do to change the institutional stance vis-a-vis language professionals.

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

I think one of the most urgent tasks for NCOLCTL is to insure that an academic career path is recognized by institutions so that we can indeed attract high caliber graduate students to enter the field, and stay.



ASSESSMENT IN LCTLs

Whether you are teaching Japanese or Russian, there are some issues that all LCTL educators must face. Part of the purpose of NCOLCTL is to collaborate and share possible solutions to these issues. This year, we will look at the issue of assessment in Less Commonly Taught Languages. Listed below are summaries of articles about assessment in language instruction and links to the full article.

“Proficiency Testing in the Less Commonly Taught Languages” by Richard T. Thompson and Dora E. Johnson provides a brief overview of the development of standardized language proficiency assessment in the United States. This article focuses on how language proficiency assessment gradually expanded from commonly taught languages—Spanish, French, German—to encompass a vast array of less commonly taught languages. It also discusses specific problems that occur when adapting standardized assessment to LCTLs, and provides many examples. To read the full article, go to: http://findarticles.com/p/articles/mi_priclis_198812/ai_2721506416/pg_1

Although not specifically designed for LCTLs, “Proficiency-Oriented Language Instruction and Assessment: Standards, Philosophies, and Considerations for Assessment” by Diane J. Tedick discusses effective approaches and methods for language instruction. Tedick explains how to design classroom activities around contextualization, authentication, process, reflection, interaction, and integration (CAPRII). She goes on to discuss the approach of assessment, including how to balance teacher assessment, self-assessment, peer assessment, and cultural assessment, and also strategies used for assessment, such as checklists and rubrics.

“Proficiency-Oriented Language Instruction and Assessment: Standards, Philosophies, and Considerations for Assessment” is one section of “Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers,” which can be accessed at: http://www.carla.umn.edu/articulation/MNAP_handbook.html

“Diagnostic Assessment and Learning: the Perspective of Three DA Specialists,” featured in the spring issue of the ACTR newsletter, combines the ideas of three specialists with different linguistic backgrounds. These specialists discuss different aspects of diagnostic assessment (DA), or testing to determine a student's advantages and disadvantages. “Diagnostic Assessment and Learning: the Perspective of Three DA Specialists” includes the writing of Hanan Khaled, an Arabic DA specialist, Seung Lee, a Korean DA specialist, and Jiaying Howard, a Chinese DA specialist.

“Diagnostic Assessment and Learning: the Perspective of Three DA Specialists,” can be accessed through the ACTR website. Page one can be found at the following address: <http://www.americancouncils.org/documents/1017ac032307155605.pdf>. The remainder of the article can be found at the following address (pages 18 and 19 of the .pdf file): <http://www.americancouncils.org/documents/1017ac032307155735.pdf>

REPORT FROM COTSEAL: COUNCIL OF TEACHERS OF SOUTHEAST ASIAN LANGUAGES

The Council of Teachers of Southeast Asian Languages (COTSEAL) had a very productive year in 2007. Our refereed Journal of Southeast Asian Language Teaching (JSEALT), which was first published in 1992, began publishing as an e-journal in April 2006, and continued to grow steadily. Its home is SEASite at Northern Illinois University, and it can be viewed at www.seasite.niu.edu/jsealt. The current issue includes two articles on poetry in the classroom (“Using Poetry to Teach Vietnamese” and “Poetry in the Arabic Language Classroom”), 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. JSEALT appears in April and in October each year and is currently edited by Dr. Carol Compton.

The Editorial Board members of JSEALT are Dr. Erlin Barnard, University of Wisconsin-Madison (Language Events section editor); Rhodalyne Gallo-Crail, Northern Illinois University (Book Review Editor); Dr. Yuphaphann Hoonchamlong, University of Hawaii (Tech Connect section editor); Dr. Thomas Hudak, Arizona State University (Multimedia Review Editor); and Dr. Mariam Lam, University of California-Riverside.

COTSEAL also has an e-list for members called SEALTEACH which is hosted by NECTEC in Thailand and provides an international forum for discussion and dissemination of information among members. The address to use for sending messages to go out over SEALTEACH is sealtech@nectec.or.th.

COTSEAL holds meetings twice a year. In March at the Association for Asian Studies meeting in Boston, COTSEAL sponsored a roundtable, “Examining Cultural Goals in Southeast Asian Language Instruction,” as well as a business meeting that included a couple of special presentations on JSEALT and the

JSEALT Forum (<http://jsealt.myfastforum.org/>), which is a new feature that has become a host site for an invaluable collection of PowerPoints.

In July the 17th annual COTSEAL/SEASSI Conference on Southeast Asian Language Teaching and Applied Linguistics was held at the University of Wisconsin-Madison. The theme for the conference was "Methodologies and Learning Strategies for Students of Southeast Asian Languages." Twelve individual papers were given, and a panel consisting of eight descriptions and/or demonstrations of classroom activities by SEASSI teachers was presented. The conference was well attended, with more than 50 individuals from across the United States participating.

Plans for the 2008 conference, which will also be held in Madison, have been made; the theme is "The Theory and Practice of the Communicative Approach in SEA Language Teaching." The deadline for receipt of abstracts is April 30th, 2008. The conference will be held at the Pyle Center at the University of Wisconsin on July 18th and 19th, 2008. Abstracts can be e-mailed to Lopao Vang at orchidhomes@tds.net or Bac Hoai Tran at bact@calmail.berkeley.edu.

Bac Hoai Tran

bact@calmail.berkeley.edu

President, Council for Teachers of Southeast Asian Languages

NEWS FROM STARTALK

The National Foreign Language Center at the University of Maryland is happy to announce the 2008 STARTALK Programs. Launched in 2007, STARTALK is part of the president's National Security Language Initiative, jointly funded by the Office of the Director of National Intelligence and the Department of Defense to promote the teaching of less commonly taught critical languages. Participating institutions and organizations offer intensive language programs for middle school and high school students and professional development programs for teachers. This summer there will be a total of 81 programs in 32 states and the District of Columbia offered in Arabic, Chinese, Hindi, Persian and Urdu: 41 student programs, 29 teacher programs and 11 combined student-teacher programs. The 2008 programs can be found at the STARTALK website: <http://www.startalk.umd.edu/> - click on the Summer 2008 Programs link. Please direct questions to the individual programs in which you may be interested.

NEWS FROM ACTR (AMERICAN COUNCIL OF TEACHERS OF RUSSIAN)

INTERNATIONAL CONFERENCE CELEBRATES THE
"YEAR OF RUSSIAN LANGUAGE"

Scholars and practitioners - nearly 100 strong - gathered at the Carnegie Endowment for International Peace on October 17

for the opening of the international conference Current Issues in the Study and Teaching of Russian Language and Culture: International Forum on Research, Theories, and Best Practices.

Russian Ambassador Yuri Ushakov opened the event, which coincided with the celebration of the "Year of the Russian Language." Ludmila Verbitskaya, president of St. Petersburg State University and of the International Association of Teachers of Russian, underscored the vital role of teachers and scholars in maintaining the integrity of the language, while Vyacheslav Nikonov, acting director of the Russky Mir Foundation, celebrated Russian as a global language. Ambassador John O'Keefe, executive director of the Open World program, described the role of exchanges in raising awareness of contemporary Russian culture, while Richard Brecht, director of the University of Maryland's Center for the Advanced Study of Language, called on the scholars and teachers in attendance to contribute to the growing interest in Russian language and literature indicated by recent publicity surrounding the release of a new translation of War and Peace. American Councils President Dan Davidson spoke of the current status of Russian language teaching in the United States. The opening ceremony culminated with the awarding of the Pushkin Medal to Jane Shuffelton, president of ACTR, for her distinguished service in the teaching of Russian.

The opening ceremony kicked off three days of workshops, roundtables, and presentations at American Councils. Of the participants, 40 were U.S.-based scholars and practitioners; 24 were Russia-based, and one was from Granada, Spain. A total of 15 sections were held, during which 54 presentations were given. Twelve U.S. universities from eight different states were represented at the conference, as well as numerous high schools and other institutions, primarily from the Washington, D.C. metropolitan area. In addition, fourteen Russian institutions of higher education from eight different regions were represented.

NEWS UPDATE FROM AFRICAN LANGUAGE TEACHERS ASSOCIATION: ALTA DEVELOPS FOREIGN LANGUAGE LEARNING STANDARDS

In 2006, ALTA, along with the National African Language Resource Center (NALRC), began the process of developing Standards for learning African languages. These Standards are based on the model developed by Standards Collaborative Board, which first published the Standards for Foreign Language Learning in the 21st Century in 1996. As you may know, these Standards are a collection of criteria that normalizes content across levels for the teaching of various languages. While the Standards do not dictate how a language should be taught, they identify the skills that students should have mastered after completing various levels of instruction. Also included with these identified skill sets are "Sample Learning Scenarios," which offer examples as to how particular skills may be taught in a communicative classroom. The goal of the Standards movement, and the kind of instruction that

it implies, is the production of students who are well versed in the “Five Cs;” Communication, Cultures, Connections, Comparisons, and Communities; with respect to the language of study.

The Standards document has been revised three times to include an increasingly diverse representation of languages. Many LCTLs, such as Russian, Chinese, Japanese, Portuguese, Italian, and Arabic, are now represented. Besides Arabic, however, no African languages are yet included in the published document. The work done in the ALTA-NALRC Standards Workshop, to develop documents for Swahili, Yoruba, and Zulu, will soon bear fruit. These documents have been written and revised and are in the process of official review for publication. When complete, they will constitute a major leap forward and an increase in visibility for African language pedagogy in the United States.

In 2007, the project brought together instructors of Wolof, Akan-Twi, Hausa, and Afrikaans to begin developing Standards documents for their respective languages. Some of the participants brought drafts with them, which they immediately began reviewing and revising, while other participants began from scratch. Professor Antonia Schleicher, Executive Director of NCOLCTL and ALTA, led the workshop, helping all instructors understand the evolution of the Standards movement, how the Standards have been conceived, and how to create them for African languages. Professor Alwiya Omar, former NCOLCTL Board Member, ALTA Past President, and one of the key developers of the Swahili Standards, assisted participants with formulating and writing drafts. At the end of the week, the Wolof and Akan-Twi groups completed full drafts of the Standards for their languages.

On Wednesday, May 23, Sachiko Kamioka and Greg Hopper-Moore, from the Center for Applied Second Language Studies at the University of Oregon, joined the workshop to discuss another initiative: Standards-Based Measurement of Proficiency (STAMP). The STAMP project seeks to develop computer-based assessments to evaluate student ability in a particular language, with regard to the guidelines established by the Standards for that language. For the African languages, tests are being developed for Yoruba and Swahili, which were showcased. Workshop participants were also encouraged to begin developing tests for their languages. The status of this project will be the subject of an ALTA colloquium session at this year’s conference.

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. Sookyung Park Cho, Adedoyin Adenuga and Matthew Brown (Did I miss anyone?) of NALRC 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 data base 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:

March 17-19, 2008

National Foreign Language Resource Center (NFLRC)
Filipino as Global Language: Future Directions and Prospects
University of Hawaii, Manoa, Hawaii
<http://hawaii.edu/filipino/intlconf2008/>

March 18-22, 2008

Computer Assisted Language Instruction Consortium
(CALICO)
CALICO 2008: Bridging CALL Communities
University of San Francisco
<http://www.calico.org>

April 14-16, 2008

Global Interactions
America-Asia Summit on Education Partnerships
Phoenix, Arizona
<http://globalinteractions.org/2008-events-programs/2008-summit.aspx>

April 24-27, 2008

National Council of Less Commonly Taught Languages
(NCOLCTL)
11th National Conference
LCTLs & Globalization: Challenges, Expectations, and Possibilities
University of Wisconsin, Madison, WI
<http://www.councilnet.org>

April 24-27, 2008

Modern Greek Language Teachers Association (MGLTA)
Annual Business Meeting (held during the NCOLCTL
National Conference)
University of Wisconsin, Madison, WI

May 3-4, 2008

Association of Teachers of Japanese (ATJ)
15th Princeton Japanese Pedagogy Forum
“Corpus Linguistics: its Applications to Japanese Pedagogy”
Princeton University
<http://www.princeton.edu/~eastasia/pjpf/>

May 16-17, 2008

National Heritage Language Resource Center
Connection Your Classroom to the Heritage Language Community
University of California Los Angeles
<http://larcnet.sdsu.edu/conferences.php#aissues>

June 12-14, 2008

North American Association for Celtic Language Teachers
(NAACLCT)
Annual Conference
University of Rio Grande, Rio Grande, Ohio
<http://www.naaclt.org>

June 22-27, 2008

National Heritage Language Resource Center
2nd Summer Heritage Language Institute
San Francisco, California
<http://larcnet.sdsu.edu/conferences.php#aissues>

June 27-29, 2008

American Association of Teachers of Korean (AATK)
13th Annual Conference and Professional Development
SUNY, Binghamton, NY
<http://www.aatk.org>

June 30-July 2, 2008

National Association of Professors of Hebrew (NAPH)
*26th International Conference on Hebrew Language,
Literature and Culture*
McGill University, Montreal, Canada
<http://polyglot.ls.wisc.edu/naph/ichll.html>

October 17-19, 2008

National Foreign Language Resource Center (NFLRC)
SLRF 2008: Exploring SLA: Perspectives, Positions, and Practices
University of Hawaii, Manoa, Hawaii
<http://nflrc.hawaii.edu/srf08/>

October 16-18, 2008

Center for Advanced Research on Language Acquisition
(CARLA)
Immersion Education: Pathways to Bilingualism and Beyond
Crowne Plaza Hotel, St Paul, Minnesota
<http://www.carla.umn.edu/conferences/index.html>

November 20-23, 2008

American Council on the Teaching of Foreign Languages
(ACTFL)
Annual Convention and World Languages Expo
Orlando, FL
<http://www.actfl.org>

November 21-23, 2008

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

December 11-12, 2008

Childhood Bilingualism Research Centre
Chinese University of Hong Kong, Hong Kong
<http://www.cubk.edu.hk/lin/conference/baec/>

December 27-30, 2008

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

Workshops & Symposia:

July 10-12, 2008

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>

July 14-16, 2008

Center for Language Education and Research (CLEAR)
*Tech Up Your Classroom: Enhancing Your Foreign Language
Classroom with Technology*
Michigan State University, East Lansing, MI
<http://clear.msu.edu/clear/professionaldev/summerworkshops.php>

July 17-19, 2008

Center for Language Education and Research (CLEAR)
*Next-Generation Tools for Language Teaching: Rich Internet
Applications for the Classroom*
Michigan State University, East Lansing, MI
<http://clear.msu.edu/clear/professionaldev/summerworkshops.php>

July 21-23, 2008

Center for Language Education and Research (CLEAR)
*Designing Online Language Teaching Materials with an
Accompanying Online Assessment Portfolio*
Michigan State University, East Lansing, MI
<http://clear.msu.edu/clear/professionaldev/summerworkshops.php>

July 24-26, 2008

Center for Language Education and Research (CLEAR)
*Incorporating Communicative Speaking Activities into the
Teaching of Reading, Writing, Grammar, and Vocabulary*
Michigan State University, East Lansing, MI
<http://clear.msu.edu/clear/professionaldev/summerworkshops.php>

July 28-30, 2008

Center for Language Education and Research (CLEAR)
Language Program Development
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/2008/schedule.html>

June 23-27, 2008

Immersion 101: An Introduction to Immersion Teaching for Chinese and Japanese

July 14-18, 2008

- (i) Using Technology in Second Language Teaching
- (ii) Developing Materials for Less Commonly Taught Languages (LCTLs)
- (iii) Meeting the Challenges of Immersion Education: "How well do students speak the immersion language?"

July 21-25, 2008

- (i) Focus on learner language: Second Language Acquisition Basics for Teachers
- (ii) Improving Language Learning: Styles and Strategies-based Instruction
- (iii) Content-Based Language Instruction and Curriculum Development
- (iv) Immersion 101: An Introduction to Immersion Teaching (Section 1)

July 28-August 1, 2008

- (i) Immersion 101: An Introduction to Immersion Teaching (Section 2)
- (ii) Developing Assessment for the Second Language Classroom
- (iii) Culture as the Core in the Second Language Classroom
- (iv) Language and Culture in Sync: Teaching the Pragmatics of a Second Language

A limited number of stipends are available for teachers of LCTLs
<http://www.carla.umn.edu/institutes/2008/schedule.html>

National African Language Resource Center (NALRC)

A Second Language Acquisition Certificate Program for African Language Instructors

May 27-June 6, 2008

University of Wisconsin-Madison

<http://lang.nalrc.wisc.edu/nalrc/news/announcement/inst2008.html>

National Capital Language Resource Center (NCLRC)

Georgetown University, George Washington University, Center for Applied Linguistics, Washington, DC

http://nclrc.org/profdev/nclrc_inst_pres/summer_inst.html

May 19-20, 2008

Brain, Language, and Bilingualism

May 19-23, 2008

Teaching Arabic to Upper High School and College Students

May 22-23, 2008

Developing Listening Comprehension Skills

May 29-30, 2008

Foreign Language Program Evaluation Workshop

June 9-10, 2008

How to Write Proposals to Get Funding for Foreign Language Projects

June 23, 2008

Unpacking the Standards: Curriculum and Assessment Design for Performance

June 23, 2008

Use Film Clips in your Spanish Classroom: A Hands On Workshop

June 23-26, 2008

Spain: Language and Culture: Embassy of Spain/NCLRC 3-day Immersion Summer Institute for Spanish Teachers

June 23-27, 2008

Arabic K-12: Hands-On Session

June 24, 2008

Understanding Assessment: Applications for FL Teachers

June 24-27, 2008

You-Tube Video and Beyond

June 25-26, 2008

Connecting Linguafolio to Classroom Instruction for Documenting Language Proficiency

June 27-28, 2008

Teaching Spanish to Heritage Spanish Speakers

June 27-28, 2008

Strum, Throw, and Perform: Integrating Arts in the Classroom

June 28-July 3, 2008

Writing and Implementing and Arabic Curriculum K12

June 30, 2008

La Culture, c'est plus que des photos de voyages, des monuments ed des recettes de cuisine

June 30-July 3, 2008

France: Communication and Culture: 3-day Immersion Summer Institute for French Teachers

July 7, 2008

Learning Strategies for Young Learners: Playing Among the Five Cs

National East Asian Language Resource Center (NEALRC)

Ohio State University, Columbus, OH

<http://deall.osu.edu/programs/summerPrgrm/default.cfm>

June 16-July 31, 2008

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
<http://larcnet.sdsu.edu/>

June 5-9, 2008

Oral Proficiency Interview Training

June 9-26, 2008

Chinese Teacher Training Institute

July 7-11, 2008

Teaching in a Digital Age

August 11-14, 2008

2nd Annual Testing Seminar

July 7-16

New York University and STARTALK Summer Intensive Teacher
Training Program for Hindi and Urdu Teachers

New York University

For more information contact: Bindeswari Aggarwal
(ba23@nyu.edu), Gabriela Nik. Ilieva, (gmi1@nyu.edu),
or Milena Savova (ms93@nyu.edu)

Fall 2008

The ASU Chinese Language Flagship Partner Program

The School of International Letters and Cultures

Arizona State University

www.chinaflagship.asu.edu



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- A free annual pre-conference workshop (normally the cost of a workshop can be up to \$150.)
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- Participation in the Council's projects.
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Please complete and submit the following application form with your membership fee (\$50 - for "regular" individual membership, \$30 for students/seniors). Checks can be written to "NCOLCTL." Mail all materials to the following address.

NCOLCTL
4231 Humanities Building
455 N. Park Street
Madison, WI 53706

Photo Album



Pre-Conference Workshop by
Christine L. Brown



Yale University Press in the Exhibit Hall



Natyarpana Dance Company performs
at the Pre-Conference Reception



Plenary Presentation: Ambassador Robert Finn



Plenary Presentation:
Prince Firas bin Raad of Jordan



Exhibit Hall



Poster Session



NCOLCTL Vice President, Hong Gang Jin,
introduces Rita Oleksak

Photo Album



Pre-Conference Workshop



Paper Session



NCOLCTL Members Attend a Paper Session



Exhibit Hall



NCOLCTL Staff and Volunteers



Paper Session



Department of Education Workshop



Paper Session

Photo Album



Christine L. Brown at
the Pre-Conference Workshop



Paper Session



Colloquium Session



Paper Session



Poster Session



Poster Session



Tom Hinnebusch receives the Walton Award



Tom Hinnebusch addresses NCOLCTL members
at the Walton Award Banquet

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THE ELEVENTH NCOLCTL CONFERENCE

'LCTLS AND GLOBALIZATION:
CHALLENGES, EXPECTATIONS, & POSSIBILITIES'

APRIL 24TH - APRIL 27TH, MADISON, WI

Plenary Sessions include:

"Achieving Production and Proficiency in Less Commonly Taught Languages"

Donald C. Fischer - Provost of the Defense Language Institute - Foreign Language Center

"The Language Flagship: Changing the Paradigm of Language Learning in the U.S."

Robert O. Slater - Director of the National Security Education Program

"The advanced heritage learner as multicompetent speaker: Negotiating identity in a global context"

Nelleke Van Deusen-Scholl - Director of the Yale Center for Language Study

"STARTALK and National Infrastructure for Critical Languages: Building Distributed Networks"

Catherine Ingold - Director of the National Foreign Language Center

"Purposeful Language Teaching and Testing"

Ray Clifford - President of the American Council on the Teaching of Foreign Languages (ACTFL)

Pre-Conference Workshop (Thursday, April 24):

"Lessons Learned in the World of Conducting and Publishing Research: Ten Little Questions and Their Important Answers."

Audrey L. Heining-Boynton - Professor of Foreign/Second Language Education, University of North Carolina at Chapel Hill

Ray Clifford - President Elect, American Council on the Teaching of Foreign Languages (ACTFL)



NCOLCTL 2009
MADISON, WI
APRIL 24TH - APRIL 26TH 2009
PRE-CONFERENCE WORKSHOP:
THURSDAY APRIL 23RD