

NCOLCTL

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NATIONAL COUNCIL OF LESS COMMONLY TAUGHT LANGUAGES

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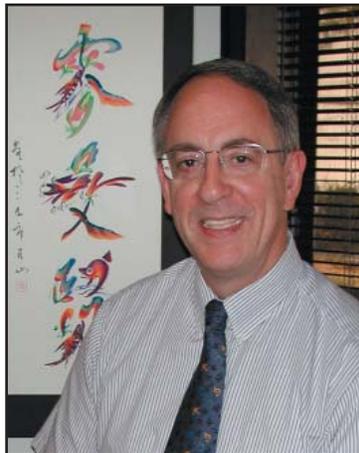
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This is Our Time

A Message from the President

Michael. E. Everson



Dear Members and Friends of the Council of Less Commonly Taught Languages,

When was the last time anyone ever dedicated a whole year to US, professionals involved in the teaching and learning of foreign languages? Well, this is our year as 2005 has been officially decreed as “The Year of Languages” by a United States Senate Resolution. We should all be proud that our hard work and contributions are slowly being recognized, and that others are realizing what we’ve known all along—fostering the diverse language resources of our country is important for its domestic and international well being. In celebration of this year, the Council has chosen the theme “Expanding the Presence of Less Commonly Taught Languages” for our annual conference that will take place in Madison, Wisconsin, from 15-17 April. The conference committee has worked very hard over these past many months to insure a program that defines and discusses issues that are of interest to all involved in LCTL endeavors. I therefore want to extend an invitation to all of you to take part in the conference to celebrate our year.

From a more personal standpoint, I look back upon my first year as your president with new perspective, because representing you and the languages you promote has made me view world events with renewed understanding. When I watch the news each night, certain themes emerge and re-occur, though as someone involved in LCTL endeavors, you’ve seen these themes many times before. Elections being held in Afghanistan and Iraq, for instance, while American troops continue their vigilance as its government talks of “exit strategies.” This was also discussed recently in *The Atlantic Monthly*, with both military and political planners becoming more emphatic and more vocal about the need to have people trained in the languages of these regions. President Bush has frank discussions with Russia’s President Putin, and all of a sudden, Russia is back in the news as a country we need to know more about. But you’ve known this all along, especially as you have fought shortsighted administrators who have cavalierly eliminated Russian language programs from our nation’s schools at the first sight of fluctuating enrollments. Or on December 26th of last year, a quake erupts in the Pacific Ocean spawning a tsunami that kills upwards of 180,000 people across Africa and Asia. The news reports following this catastrophe highlight the complexity of the rebuilding process in areas where the people speak languages that our organization represents. But those of you who have expanded the vision of the teaching of LCTLs by highlighting their inclusion in curricula dealing with health, business, and engineering have known this all along.

My point here is to ask for your continued involvement with the Council, because I believe firmly that the stories I have just quoted highlight 2005 as the year of less commonly taught languages, and you as someone whose continued support is sorely needed. This is our time, because we champion those languages that are woefully underrepresented in the American educational system, while the people who speak these languages across the globe influence the lives of Americans in ways that often go unrecognized. As the Council enters its second year of being funded by individual members, I would ask that you come to Madison in April to interact with colleagues and enter the conversation where we propose “collective solutions to common problems,” the guiding principle of the Council since its inception. Come to Madison to learn about the new initiatives in government, business, academia, and heritage language communities that are taking place to promote our languages, and how you can contribute to these efforts. And please introduce new colleagues to our organization, and show them a copy of *The Journal of the Council of Less Commonly Taught Languages*, this year entering its second year of publication. And if you can’t make it to the conference, please let me or one of the hardworking members of our executive board know how we can do better in representing your views and proposed solutions to our common problems. Remember, this is our time, so let’s continue to work together to expand the LCTL presence in the national conversation concerning language issues.

A handwritten signature in blue ink that reads "Michael E. Everson". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Michael. E. Everson
President, NCOLCTL
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NEWS FROM THE SECRETARIAT: A WORD FROM OUR EXECUTIVE DIRECTOR

It was in the Fall of 2003 that Dean Gilles Bousquet, the Dean of International Studies and Programs, at the University of Wisconsin-Madison agreed to support the hosting of the NCOLCTL Secretariat on the campus of UW-Madison. Since that time, Dean Gilles Bousquet has not only financially supported the day-to-day running of the NCOLCTL activities, he has also been the major sponsor of its conference since the Spring of 2004. Through his support, we now have almost every Title VI Center on the campus of UW-Madison supporting NCOLCTL conference. One of the Center Directors wrote to say that his Center will not only be supporting NCOLCTL 2005 but they will set some money aside to support NCOLCTL 2006 because they want their instructors to participate in the activities of NCOLCTL. We also have LCTL instructors on campus asking to let them know if there is any way they could help. Some of these instructors became new individual members of the association and will be chairing some of the conference panels this year. The point of all these is to emphasize the amazing local support that Dean Gilles Bousquet has generated for the NCOLCTL on the Madison campus.

At the national level, since the institution of individual membership in the Spring of 2003, NCOLCTL has grown tremendously. We now have individual members of about 200. We are expecting more individual members to join during the 2005 conference. As a result of the growth in individual membership, for the first time, an individual delegate assembly member will be elected this year. This person will represent individual members at the annual delegate assembly meeting. We are very grateful to all the individual members for their support of NCOLCTL.

There are also organizations in the process of becoming members of NCOLCTL. For example, the Persian Teachers Organization is planning to submit a proposal for their membership in NCOLCTL. Similarly, the Greek Teachers Association is also organizing to become a member. I also recently received an application from the Filipino Teachers Association (K-12) indicating their interest in becoming an organizational member of NCOLCTL.

The support of the Organizational members has been unprecedented this year. For the first time in the history of NCOLCTL, every organizational member paid its organizational dues in support of the activities of NCOLCTL. I would like to use this opportunity to thank all the organizational members for their support of NCOLCTL.

The second Volume of the Journal of the National Council of Less Commonly Taught Languages will be out this Spring. It features articles from scholars such as Gilles Bousquet, Heidi Byrne, and a piece from the 2004 Walton Award winner Laurel Rasplica Rodd. Please remember to pick up your copy of the journal. It is free for every paid member of NCOLCTL. Thanks to Michael Everson, the President of NCOLCTL for taking on the responsibility of guest editing the 2005 Volume.

For the second year in a row, Gautami Shah, the Vice-President of NCOLCTL, is serving as the Editor of the NCOLCTL Bulletin. This is also a lot of work for which all of us are grateful to Gautami.

The NCOLCTL conference is growing bigger every year. Pretty soon, we will have to start looking for a bigger hotel or space for our conference. Over one hundred people pre-registered before the March 11 deadline!!! This is unprecedented also in the history of our conferences. Participants are coming from different parts of the United States, Hong Kong, Warwick, Cyprus, etc. This year we are expecting four Plenary Sessions, four parallel sessions, four colloquial, and a Keynote speech from Congressman Rush Holt, one of the writers of the bill to declare 2005 the Year of Languages. There has been a lot of excitement locally and nationally for this conference. To borrow the phrase from Congressman Holt, this is truly an uncommon moment for the Less Commonly Taught Languages and an uncommon moment for the NCOLCTL.

It has been a real pleasure to serve the NCOLCTL as its current Executive Director and if my first year has been successful at all, I owe the success to the wonderful NCOLCTL Executive Board that I work with. As a result, I would like to use this opportunity to thank Michael Everson (the President), Gautami Shah (the Vice President), Alexander Dunkel (the Secretary-Treasurer), Alwiya Omar (At-Large Member) and Laura Janda (At-large Member). I cannot but thank Sookyung Park Cho and Venkatesh Janakiraman who are actually the two people making things happen here at the NCOLCTL Secretariat.

I wish all of you very pleasant and successful NCOLCTL 2005. Please come back in 2006 in support of the Less Commonly Taught Languages.

Antonia Folarin Schleicher
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Executive Director, NCOLCTL

NCOLCTL AFFILIATE PROFILE 1: AATK

The American Association of Teachers of Korean (AATK) was founded in 1994 for all levels of teachers of 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 Korean language, culture and literature. In spite of its short history, AATK has grown considerably in the past ten years. It currently has a membership of approximately 250 individuals and it is continually growing. AATK is a member organization of NCOLCTL.

One of the most important activities of AATK is holding annual meetings. The annual meeting – a professional development workshop and conference – is held sometime between June and August, depending on the hosting institution's facility availability. The meeting location rotates every year. These annual meetings provide a forum for the members to exchange ideas, information, experience, research results and findings and to build up network. Professional development workshops have been providing an invaluable opportunity for not only beginning instructors and prospective teachers, but old and established teachers as well. Each year, one or two specific topics (e.g. how to teach grammar A and grammar B that are confusing to learners, or how to write up the most effective tests, etc.) believed to be key to effective teaching, are covered by a panel. Since practical issues that daunt teachers in everyday teaching are dealt with in a hands-on format, this has been well received by the members. Workshop participants are awarded a certificate.

AATK also publishes proceedings and a newsletter. Beginning in 2005 the proceedings will be peer reviewed and published as "Selected Papers from the 10th Annual Conference," in the hopes of ensuring the quality of papers. The current proceedings, *Korean Language in America*, is the only academic publication that deals exclusively with specific issues of Korean as a Foreign Language in North America. We are also planning to publish an AATK Journal in the future.

Another area that AATK has been focusing on is development and dissemination of instructional materials. As one of the so-called less commonly taught languages, Korean language instruction in the U.S. has encountered many challenges, especially lack of effective and interesting teaching materials. Establishing a 'teaching materials bank' is one of our long-term goals to this end.

In addition to those mentioned above, AATK continues to work on other major issues and concerns including 1) recruitment of members and encouragement of active participation of inactive members, 2) facilitation of communication among members, 3) more active participation in and interaction with national organizations such as ACTFL and NCOLCTL.

The Korea Foundation, an organization sponsored by the Korean government, has been instrumental to the inception. The Foundation has also been playing an important role in the growth of AATK, especially with their generous funding. AATK is grateful for the Foundation's continued support.

Our 2005 meeting will be held at Brigham Young University in Provo, UT, from August 11 to 13, where we will celebrate the 10th anniversary of our annual meeting. We invite you to check out our recently face-lifted homepage, www.aatk.org.

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President, AATK

BREAKING NEWS: ON THE ESTABLISHMENT OF A MODERN GREEK LANGUAGE TEACHERS' ASSOCIATION

During the recent years, I have come to terms with the fact that I cannot separate my personal life from my professional one. It is not possible to separate my personal life from my teaching and my professional interactions, and this is not so bad, after all. What I do is part of who I am. I am not sure if this is because of my long involvement with what I do, or because of my passion for what I do. Work becomes life, rewarding and enjoyable and at times frustrating with its ups and downs, as life itself is. I am sure that I speak on behalf of many teachers who are devoted to the teaching of a LCTL, if I say that our teaching is not only a means of expressing ourselves and a big part of our lives, but also a means of contributing positively to the world we live in.

My involvement with languages goes back many years. Early on, while I was learning foreign languages, I found out that I loved playing with words and exploring the mechanics of the language I was studying. I have acquired skills and knowledge that have been of invaluable importance to me, during my schooling and beyond. Teaching Modern Greek language myself, and in addition, working closely with colleagues of LCTLs, have always made me concentrate on the positive aspects and rewards of my endeavors with the LCTLs. For example, I am fascinated with the reasons learners of LCTLs have when they decide to learn a particular language, and what they do with the language in their academic work and career pathways. Most of all, I love the fact that the complexities and the flexibilities of teaching LCTLs make up for a good feeling of living in the present and planning enthusiastically for the future.

In this spirit, during the last year, I have been working with several colleagues who teach Modern Greek, towards estab-

lishing a Modern Greek Language Teachers' Association (MGLTA), under the umbrella of the NCOLCTL. Our excitement for community building runs in parallel with our enthusiasm for the teaching of our native language.

Beyond the obvious reasons a professional association stands for, i.e., professionalization, development, career satisfaction, sharing the latest information in the field, visibility, a collective voice addressing issues of common concern, etc., I believe that a professional association must be the vehicle for educating ourselves, and growing by truly interacting with each other. Our professional values, and what is of importance to us, are largely shaped by our interactions and our common experiences. Education and professional growth can give us the opportunity to improve our visibility, to rise in status, and to enhance our career potential. Moreover, being part of an association, a community whose mission is education and professional growth, instills in us a strong spirit, a growing sense of partnership, and a sense of shared and nurtured values between the profession and those who care deeply about its future.

If you would like to obtain more information about the MGLTA and how you can participate, you may contact Eva Prionas, (eprionas@stanford.edu).

Eva Prionas
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 Stanford University
 Founding member, MGLTA

HOT FROM THE PRESS: UPDATE ON THE LCTL SPECIAL INTEREST GROUP (SIG) AT ACTFL

The fall 2004 ACTFL Convention witnessed the first official meeting of ACTFL's newly founded LCTL SIG. Rick Jackson jacksonfh@state.gov and Scott McGinnis Scott.McGinnis@belvoir.army.mil were unanimously elected Chair and Vice-chair respectively, with Alex Dunkel adunkel@u.arizona.edu and Luba Grant Luba.Grant@monterey.army.mil as Sec/Treasurer and Newsletter Editor respectively, also unanimously elected. The SIG also plans to have a K-12 representative who is yet to be named.

The new LCTL SIG is dedicated to the same principle of "shared solutions for common problems" that underlies the Council's mission, and both the leadership of the SIG and influential members of the ACTFL leadership hope that the SIG will serve to help identify common ground among the needs and concerns of the Less Commonly Taught Languages with those of the More Commonly Taught Languages.

LCTL-SIG, ACTFL

INTERVIEW WITH DORA E. JOHNSON: RECIPIENT OF THE NCOLCTL 2005 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 Prof. James Alatis. Subsequent recipients of the award are Prof. Teresita Ramos (2001), Prof. Richard D. Brecht (2002), Prof. Laura Janda (2003) and Prof. Laurel Rasplica Rodd (2004). This year Dora E. Johnson, Program Associate and Development Coordinator for the Center for Applied Linguistics (CAL), joins the list of distinguished recipients of the Walton Award. The NCOLCTL Bulletin conducted an e-interview with Ms. Johnson in order to learn more about her and her views on LCTLs.

1. How have you seen the field of LCTLs evolve and change over the course of your career?

Although one can hardly call the field of LCTLs a large field, when I started working on a course we were developing for the Peace Corps on Dakar Wolof, one could probably easily say one knew almost all the people who were working on bits and pieces of what were then called "exotic" languages. Today, we have language resource centers that are focused on various parts of the world. We have academic journals that include high-level linguistic analyses. We have teacher associations -- one need only to look at NCOLCTL to see how many. Our summer institutes have increased monumentally. The field has gone from where one associated working with less commonly taught languages with missionary work and a few odd folk to a field that has emerged in its own right. Who would have thought 45 years ago that we would one day have our very own annual national conference!

2. Much of your work is focused on material development. Could you comment on the role and importance of materials in LCTL teaching?

In a U.S. context, I cannot emphasize how important the development of good teaching and learning materials are -- for those who teach and for those who learn. Good language learning materials are imperative for use by those hundreds of teaching assistants who are thrown into having to teach a language they know but know little about. In the many years I have been involved with language teaching materials, either collecting the information or coordinating their development, I find that the main request is for good teaching materials. To have something teachers can depend on for reference and guidance cannot be overemphasized. Of course, in good style, everybody looks for the perfect textbook, and there is no such thing. For along with textbooks, there are whole constellations of demands that have to be met that go beyond the textbook. That's why in my opinion there should not be just one or two textbooks for each language, but many.

3. I understand that you are a native Armenian and Arabic speak-

er. From anecdotal evidence it seems very common for LCTL instructors and researchers to have a personal link with the LCTL of their professional interest. How important or critical is this? What role, if any, has it played in your professional life?

There is no doubt that having grown up in a multilingual home as well as a multilingual country has had a lot to do with my professional interests. I accepted multilingualism as a fact of life. The little boy who sold Chicklets gum in front of the university gates in Beirut spoke some 4 languages quite competently -- he'd just picked them up. I notice that among many colleagues and friends, interest in languages has grown out of their exposure to other languages, either by virtue of having been born into them or grown up in a bilingual or multilingual context. However, I really don't think that it is critical that interest in language learning and/or competence is tied to one's background. When I think of the many people I have met whose language competence is high in one or two languages other than English, or who go off to places just to learn a language and immerse themselves in the culture, I am amazed and gratified that it really isn't only exposure, but a drive and passion that takes them into these new worlds.

Professionally, languages have taken me into all sorts of complementary areas, such as language policy issues and language planning issues. The central concerns, however, continue to be encouraging the development of good teaching and learning materials and creating linkages between people who work on these materials to make them known beyond a small circle.

4. For sometime now you have been involved in building a network for K-12 Arabic teachers. Could you comment on the current role of LCTLs in K-12 education? How do you see it change in the near future? How does K-12 impact opportunities and realities for college level LCTL programs?

This is perhaps one of the most difficult tasks I (and a number of other colleagues) have undertaken. I would suspect that if someone were to ask some of the members of SEASSI they may have the same story to tell. To develop a network that is collegial, willing to share information, and to build a critical professional cadre of linguists/language teachers/researchers is a painstaking task that can only be measured in small increments.

Nowhere is this more evident than in the K-12 LCTL field. The predominance of the commonly taught languages and the way in which our education system responds to the expediencies of a public that is wedded to monolingualism as well as the financial pressures that school systems often bow to without considering the higher cost of ignoring foreign languages, is a sad commentary on our education system. There have been times when we have re-

sponded, take for example the teaching of Japanese and Russian, or even the teaching of Swahili, which swept through a few school districts in the 70s. Today the interest is Arabic. But in each of these cases, little is done on a broad scale to create sustainability for the teaching of these languages. It is only the tenacity and dedication of a very small number of teachers who keep some of these programs going.

Unfortunately, I do not see any particular change in the foreseeable future. We hear a lot of encouraging sounds from the Department of Education, but little is offered other than the meager funds the Office of International Studies provides. E.g., under the No Child Left Behind initiative, foreign language is considered a core subject, but I have as yet to see any additional funds allocated to foreign language -- even the commonly taught languages are suffering! When this issue is raised, it is met with a big yawn. The American Council on the Teaching of Foreign Languages (ACTFL) is fighting hard to bring foreign languages to the table along with math and reading, but so far its success has been limited. However, that does not mean we have to give up. Again, I am reminded of the fact

that we were once a tiny little group of people -- and today we're not so tiny. With the dedication and tenacity of the LCTL K-12 teachers, one cannot but know that some day many LCTLs will be considered core languages to be taught in our K-12 schools.

To cut out foreign languages, or to pound it out of our children who already speak one or more languages other than English is such a short sighted approach to education and our capacity to meet the needs of this country -- not only for security purposes, but also for communication, business, and intellectual reasons. What a difference it would make financially for our institutions of higher education if they were to enroll students in classes that started with 201 instead of 101 skill levels! What a difference it would make if business majors were able to hone their languages skills so they were able to become more competitive in a globalized world! But one preaches to the choir on this topic. It's too bad that we somehow have been unable to convince our lawmakers and our funding agencies (other than the Department of Defense) that there may be merit to building language skills beginning in the early grades all the way through high school. It seems to me the effect on IHEs then will be to invest their energies and funds into higher level language classes rather than expending so much of them on elementary level ones.

5. What would you identify as the most important challenge(s) facing the teaching and learning of LCTLs today?

There are two main challenges we face today, other than the critical lack of funds. Externally, I think the most important challenge facing the LCTL field today is to get our story out. Until we have convincingly made our case to the public at large that



DORA JOHNSON

maintaining our heritage languages and learning languages is in our national interest, we are always going to be fighting a difficult uphill battle.

Within that context, other challenges that I see have to do with quickly (if such a thing can happen) convincing as many of our students who are learning a LCTL and challenging them to invest in increasing those language skills to a higher level of competency. We now have some decent research on how that can be done. Maybe it's not the magic pill, but we do know enough about language learning to be able to put some of that research to practice.

Another external challenge I see facing us is to be able to provide our hard working teachers decent salaries and enough security so that they are able to spend their extra time in honing their teaching skills and developing more resources that others can have access to.

The second challenge is internal and is one of communication amongst ourselves. The LCTL field is dominated by those trained to teach at the college and university level. At the K-12 level, the challenge is professionalizing specific language fields so we can increase the number of teachers who are teaching them. In the Arabic K-12 field, for example, there is no such thing as a recognized Arabic credential. And of course, with the exception of one institution, little is offered to train teachers. What I have discovered is the better trained group has little understanding or sympathy for the lesser trained group. The demands of public schools are very different than the demands of the university. There has been a lot of recognition that we need to pay attention to K-12, but there is little understanding of the needs of that population.

Of course, there is always the challenge of resources. We need more textbooks, more research, more good online dictionaries, more testing/assessment instruments, and ways to access them.

Finally, and this is equal to the first challenge I raise, because the LCTL field is never going to be huge such as Spanish or French, we need to capitalize and use technological innovations in the best way possible. Some of this is being done but the challenges are still pretty daunting in this area.

6. How do you see the future of LCTLs?

As I said earlier, we have come a very long way, and although we still have a much longer road ahead, I am very optimistic about the future of LCTLs. Some of the reasons are not necessarily happy ones, such as the fact that we are being forced into learning languages because we find ourselves in countries that were once just a name. Other reasons are indeed good ones. The force of the Internet, global economies, easy movement across countries will continue to provide some momentum.

7. What advice would you offer someone who is considering a career in the field of LCTLs?

At the moment, the field of LCTLs is primarily an aca-

demic one, so there isn't a whole lot of advice to give. You teach or you do research.

However, if one were to develop good language skills in one or two or even more languages, the options are many. I would recommend to that person that they use the language as a plus to some other career. There are many venues for people with good language skills -- anthropologists, sociologists, engineers, business people, the health field, translation, social work -- and yes, even police work!

8. Any suggestions or thoughts on the direction NCOLCTL should take?

I am a firm believer that any association should be (a) service oriented, (b) as broadly welcoming as it can be, and (c) an articulate and assertive advocate for the field it represents.

NCOLCTL AFFILIATE PROFILE 2: ALTA

The African Language Teachers' Association (ALTA) elected new officers for the Executive board at the 8th annual ALTA conference, which was held at the University of Wisconsin, Madison, April 29th to May 1st, 2005. The new board members are:

President:

Alwiya S. Omar (*aomar@indiana.edu*), Indiana University

Vice President:

Ousseina Alidou (*ousseina@hotmail.edu*), Rutgers University

Secretary:

Audrey Mbeje (*mbeje@sas.upenn.edu*), Univ. of Pennsylvania

Membership/Treasurer:

Deogratias Ngonyani (*ngonyani@msu.edu*), Michigan State Univ.

Executive Editor:

Akinloye Ojo (*akinloye@uga.edu*), University of Georgia

Immediate Past President:

John Mugane (*mugane@fas.harvard.edu*), Harvard University

Liaison with the National African Language Resource Center (NALRC) and Advisor:

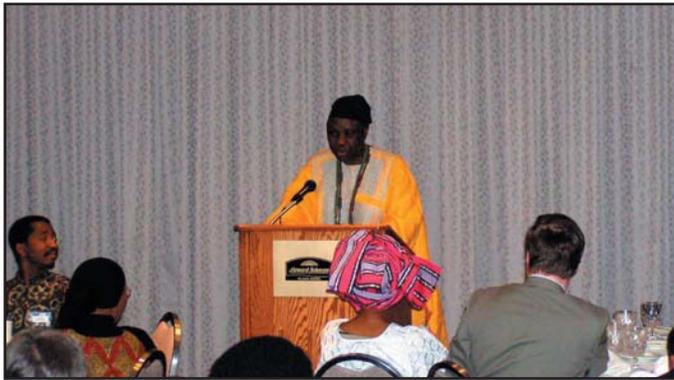
Antonia Schleicher (*ayschlei@wisc.edu*), University of Wisconsin

Advisor:

David Dwyer (*dwyer@msu.edu*), Michigan State University

The 8th annual ALTA conference, held in conjunction with the 7th annual conference of the National Council of Less Commonly Taught Languages, was a great success. The conference, hosted by the National African Language Resource Center (NALRC) and chaired by Antonia Schleicher and Alwiya Omar, began with a pre-conference workshop led by Andrew Cohen, University

of Minnesota on 'Multiple Approaches to Language Assessment'. The conference ended with a banquet speech by Professor Wande Abimbola, Office of the President of Nigeria on 'Expanding our Vision for African Language Pedagogy: A Priority for the 21st Century'. There were several other plenaries and parallel sessions on different aspects of African language teaching and learning.



GUEST SPEAKER, PROFESSOR WAMBE ABIMBOLA - ALTA 2004

Summer 2005 will be a busy summer for ALTA members. Members from selected African languages will participate in a workshop on proficiency guidelines sponsored by the National African Language Resource Center (NALRC) and organized by the American Council on the Teaching of Foreign Languages (ACTFL). The workshop will be held at the University of Wisconsin, Madison from May 23rd to 27th, 2005. This is an important collaborative effort that will involve teachers of Kiswahili, Zulu, Yoruba, Twi as well as Afrikaans, Amharic, and different varieties of North African Arabic.

Another activity that ALTA members are involved in is the Group Project Abroad (GPA) summer programs for Kiswahili, Zulu, and Yoruba. Lioba Moshi, University of Georgia (Kiswahili) and Audrey Mbeje, University of Pennsylvania (Zulu), have submitted renewal applications for another three-year cycle to the United States Department of Education (USDE). Akintunde Akinyemi, University of Florida has submitted a new application for Yoruba.

Every summer African language teachers participate in the Summer Cooperative African Language Institute (SCALI), which is sponsored by African Studies Centers and Programs nationwide. In summer 2005, SCALI will be hosted at Indiana University from June 19th to August 12th. There will be a two-day workshop for SCALI teachers on June 16th and 17th conducted by Antonia Schleicher, NALRC director, University of Wisconsin. More information on SCALI 2005 is available at: <http://www.indiana.edu/~afirst/scali1.html>.

More information on ALTA is available at: <http://lang.nalrc.wisc.edu/alta/>

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 ALTA President

UPDATE ON THE NATIONAL FLAGSHIP LANGUAGE INITIATIVE

The National Foreign Language Center (NFLC) has awarded grants to Georgetown University and the University of Maryland to establish Arabic Flagship Programs. These awards support the development of innovative foreign language curricula at U.S. universities and in partner overseas programs, with the goal for its graduates to attain professional proficiency ("Level 3") in critical languages. Previous awards to establish flagship language programs have been made to Brigham Young University and Ohio State University for Chinese, to the University of Hawaii and the University of California, Los Angeles, for Korean, and to the University of Washington and Bryn Mawr University for study abroad in Arabic and Russian, respectively. Other smaller awards have been given to a number of universities to support the development of foreign language materials and tests, and to examine the potential of pipeline programs. Future awards are anticipated in K-16 articulated programs in Chinese and to establish a Persian Flagship Program. For information, please visit <http://www.nflc.org/nfli/>, which has links to NFLI programs.

Gerald Lampe
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 Deputy Director, NFLC

NEWS FROM AATT

The American Association of Teachers of Turkic (AATT) held a workshop in March to focus on proficiency and assessment issues at Portland State University in Portland (PSU), Oregon. The workshop was funded by the Institute of Turkish Studies, and funds from PSU, AATT, the National Middle East Language Resource Center (NMELRC), and the University of Oregon (U of O) Center for Applied Second Language Studies.

This workshop had two main goals:

(1) It aimed at putting together a document of Turkish Proficiency Benchmarks to be used by instructors who teach Turkish as a Foreign Language. Proficiency benchmarks can be used for a variety of purposes ranging from curriculum development, materials preparation, and classroom assessment. Workshop participants first reviewed proficiency benchmarks available for commonly and less commonly taught languages and then began working on creating benchmarks for all four skills areas (reading, writing, speaking, listening) in Turkish from novice to advanced proficiency levels. Although this was the most significant goal of the workshop, only two of the skills, reading and writing, could be covered. Once work is completed, the resulting document will be disseminated to other professionals in the field through publication in the AATT Bulletin and posting on the AATT website.

(2) The second goal of the workshop was to re-visit STAMP 1, the computer-based reading proficiency assessment tool for Turkish (developed by U of O and PSU), since this assessment tool had

incorporated available reading and writing proficiency benchmarks for languages other than Turkish. The questions participants addressed in this respect are:

- a) Does this tool need to be revised based on Turkish benchmarks created by the workshop?
- b) If revisions are needed, who should revise this tool (e.g. AATT membership)?
- c) If this tool is usable, then who the test readers should be, particularly for writing proficiency?
- d) How can this and other assessment tools be made available for use by professionals in the field: e.g. who should administer the tool technically (e.g. NMEARC)?

It was agreed that STAMP represents a very useful tool for on-line assessment of proficiency through the intermediate levels. Built on solid groundwork at the Language Resource Center at the University of Oregon, STAMP, after extensive piloting has been administered for several years now for Japanese, Chinese, Spanish, German and French. AATT members who participated in the workshop will recommend to the AATT Board and NMEARC that Turkish STAMP be offered to the field as a tool to assess proficiency.

Erika Gilson
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 Princeton University
 Executive Secretary-Treasurer, AATT

CELEBRATING THE NORTANA WAY!

NORTANA has undertaken two new initiatives in conjunction with the centenary celebration of the peaceful dissolution of the union between Norway and Sweden.

The organization sponsored an essay-writing contest for undergraduate students in North America concerning the significant way/s in which Norway or a Norwegian has had an international impact since 1905. Fifteen students submitted essays. The first prize essay "The Accomplishments of the Norwegian Refugee Council," was written by Simon Helton, a student at the University of Oregon. Simon will receive a free trip to Oslo, accommodation for two nights, and will participate in an awards ceremony. The prizes are provided by NORLA (Norwegian Literature Abroad, Fiction and Non-fiction). In addition, Simon's essay will be published in the NORTANA newsletter and posted on the organization's website. The 2nd and 3rd place winners, Randall Chiu from the University of Colorado and Linnea Duffus from Concordia College respectively, will receive Norwegian books. Their essays will be published on the NORTANA website.

The second initiative is the launch of a series of reading group study guides, which will introduce an English-reading audience to Norwegian literature and culture.

NORTANA hopes to share our enthusiasm for Norwegian literature and modern Norwegian culture beyond the normal audiences who are already interested in Norway. The reading

guides are available for free downloading on NORTANA's website. At present there are two guides available, with more to follow in the near future.

NORTANA's website has a new URL: <http://nortana.net>

Louis Janus
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 University of Minnesota
 President-Elect, NORTANA

AATJ NEWS UPDATE

The Alliance of Associations of Teachers of Japanese (AATJ) comprises the Association of Teachers of Japanese (ATJ) and the National Council of Japanese Language Teachers (NCJLT). The 800 individual members of ATJ are primarily university-level teachers, and the 750 members of NCJLT are primarily K-12 teachers, although there is a great deal of cross-over as well.

The big news in the Japanese field is the launching of an Advanced Placement (AP) program for four less commonly taught languages by the College Board (CB): Japanese, Chinese, Russian, and Italian. The programs for Japanese and Chinese are on track to be first offered in the 2006-2007 school year, with the first AP tests to be offered in high schools in spring 2007. For the Japanese field, AATJ assisted the College Board with the selection of a 12-member Task Force to develop guidelines for both the AP curriculum and the test. The Task Force (half high school teachers, half university faculty) has met twice during the 2004-2005 academic year and will meet once more; beginning Fall 2005, a second Task Force will work specifically on test development.

For the Japanese language education field, the recognition that is represented by an AP program is an important victory. Equally important is the acknowledgment by the College Board (CB) that a successful AP program must be proficiency-based (rather than grammar- and reading-oriented as has been the case with the AP programs for the traditional European languages), and the CB's willingness to structure the new curricula and tests for the LCTLs in ways that assess proficiency and recognize the work of the National Standards movement in foreign language education over the past decade.

In other developments, ATJ, NCJLT, and the Alliance will sponsor an International Conference on Japanese Language Education in August 2006. NCJLT is taking a major role in regional and national activities celebrating 2005 as the Year of Languages, with presentations at regional conferences, local festivals, and a program of national awards.

Susan Schmidt
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 University of Colorado
 Executive Director, AATJ

COMPLETED PROJECTS

- **LEARNER'S REFERENCE GRAMMAR:** Swahili, Bamanakan, Pulaar, and Asante-Twi
- **LETS SPEAK SERIES:** Swahili, Lingala, Arabic, and Amharic
- **AFRICAN LANGUAGE ROLE PLAY CARDS**
- **MULTIMEDIA PROJECTS:** Elementary, Intermediate, and Advanced Level (3rd year) Yoruba CD-ROM, Elementary & Intermediate Yoruba on the WEB – Online Yoruba Course
- **AFRICAN LANGUAGE VOCABULARY FLASH CARDS:** Amharic, Bamana, Chichewa, Kikuyu, Lingala, Luyia, Pulaar, Shona, Swahili, Tigrinya, Twi, Wolof, isiXhosa, Yoruba, and Zulu
- **AFRICAN LANGUAGE VOCABULARY FLASH CARDS FOR FRENCH SPEAKERS:** Bamana, Pulaar, Swahili, Wolof, and Yoruba
- **BROCHURES:** Amharic, Arabic, Bamana, Chichewa, Hausa, Igbo, IsiXhosa, Kikuyu, Kinyarwanda, Krio, Lingala, Luganda, Malagasy, Mende, Sesotho, Setswana, Shona, Somali, Swahili, Temne, Tigrinya, Twi, Wolof, Yoruba, and Zulu
- **RESEARCH:** Journal of African Language Teachers Association (JALTA) & Journal of the Less Commonly Taught Languages (JLCTL)

SUMMER INSTITUTE

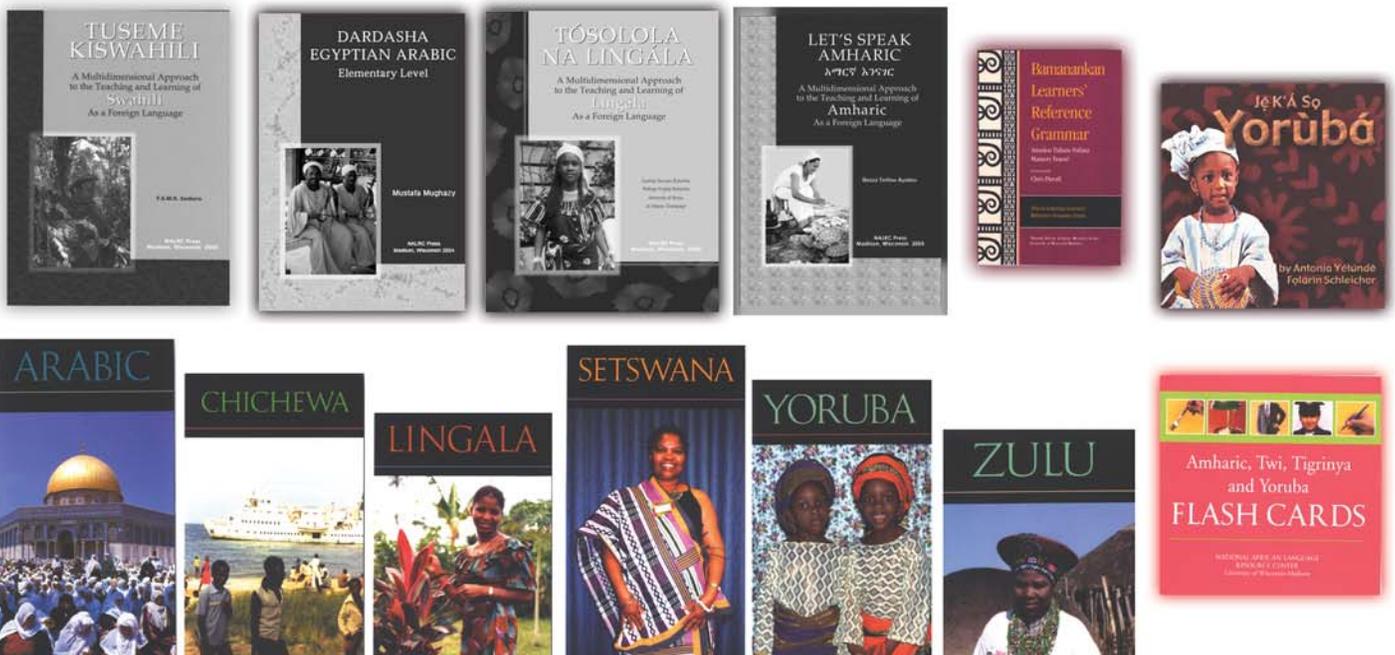
Our Summer Institutes are packaged for teachers of all African languages. Past summer institutes addressed relevant issues such as:

- ❖ African Language Program development, coordination, and evaluation; Curriculum development and evaluation; Material development and evaluation, Improving Language Learning: Strategies-Based Instruction and African Language Classroom Management: Teaching and Assessing Speaking, Listening, Reading & Writing skills in African Language classrooms

We welcome suggestions of themes for future institutes.

ONGOING PROJECTS

- **LEARNER'S REFERENCE GRAMMAR:** Amharic, Shona, Yoruba, and Zulu
- **LETS SPEAK SERIES:** Sesotho, Setswana, Shona, and Zulu
- **English-Yoruba Pocket Dictionary**
- **RESEARCH:** JALTA, JLCTL, and Survey of African Language Enrollments.
- **AFRICAN LANGUAGE VOCABULARY FLASH CARDS:** Chichewa, Lingala, Kinyarwanda, Kikuyu, and Zulu
- **K-12 PROJECT:** Yoruba and Swahili Learning Materials for Grades PreK to Grade 5.
- **MULTIMEDIA PROJECTS:** Web based African Language Map
- **BROCHURES:** Bemba, Kikongo, Kpelle, and Oromo



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A WORD OF THANKS, CONGRATULATIONS AND WELCOME!

An enthusiastic word of thanks to the tireless volunteers at the University of Wisconsin who keep NCOLCTL running. Sookyung Park Cho, Adedoyin Adenuga, Venkatesh Janakiraman, Pauline Gichiru and Andrew Gurstelle of NALRC have worked hard for NCOLCTL by providing key support at all levels, right from the production of this bulletin to their much appreciated help organizing the upcoming NCOLCTL conference, and most importantly to taking on the responsibility of tending to the nitty-gritty day to day business 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.



CLARE



OREOLUWA

Congratulations to Sookyung and Adedoyin on becoming proud parents to baby girls at around the same time and a big welcome into the world to Clare and Oreoluwa. We are proud to have you be part of the NCOLCTL family.

CONFERENCES, WORKSHOPS AND SUMMER INSTITUTES

Conferences:

March 17-20, 2005

African Language Teachers Association (ALTA)
African Languages at Home & Abroad: New Realities, New Communities, New Priorities
Yale University, Hew Haven, Connecticut
<http://lang.nalrc.wisc.edu/alta>

March 31-April 3, 2005

Northeast Conference on the Teaching of Foreign Languages (NECTFL)
Opening Cultural Windows in the Year of Languages
New York, NY
<http://www.dickinson.edu/nectfl/index.html>

April 14-17, 2005

National Council of Less Commonly Taught Languages (NCOLCTL)
8th National Conference
The Year of Languages: Expanding the Presence of Less Commonly Taught Languages
University of Wisconsin, Madison, WI
<http://councilnet.org>

April 21-23, 2005

Language Acquisition Resource Center (LARC)
2005 Latin American eLCTL Conference
San Diego State University, San Diego, CA
<http://larcnet.sdsu.edu/elctl.php>

May 17-21, 2005

Computer Assisted Language Instruction Consortium (CALICO)
CALICO 2005: CALL and the year of Languages: Critical Needs
Michigan State University, East Lansing, MI
<http://www.calico.org/conference/index.html>

May 18-22, 2005

Graduate School of Language and Educational Linguistics (GSLEL)
Content, Tasks and Projects: Meeting the Challenges of Classroom Implementation;
Special focus on the LCTLs
Monterey Institute of International Studies, Monterey, CA
<http://ciin.miis.edu/events.html>

June 2-4, 2005

Center for Advanced Research on Language Acquisition (CARLA)
Voice and Vision in Language Teacher Education
University of Minnesota, Minneapolis, MN
<http://www.carla.umn.edu/conferences/index.html>

June 9-12, 2005

North American Association for Celtic Language Teachers (NAACL)
Annual Conference
University of Wales, Bangor, Wales, UK
<http://www.naaclt.org/Conf/index.html>

June 19-22, 2005

National Association of Professors of Hebrew (NAPH)
International Conference on Hebrew Language, Literature and Culture
Stanford University, Palo Alto, CA
<http://polyglot.lss.wisc.edu/naph/ichll.html>

July 24-29, 2005

American Association of Applied Linguistics (AAAL)
AILA 2005 14th World Congress of Applied Linguistics - The Future is Now
University of Wisconsin, Madison, WI
<http://www.aila2005.org>

August 11-13, 2005

American Association of Teachers of Korean (AATK)
The Year of Languages and AATK: Aiming Towards High-Level Confidence
Brigham Young University, Provo, UT
<http://www.aatk.org>

October 28-29, 2005

National Association of Self-Instructional Language Programs (NASILP)
Annual Conference
Arlington, VA
<http://www.nasilp.org>

November 18-20, 2005

American Council on the Teaching of Foreign Languages (ACTFL)
Annual Convention & Expo
Baltimore, MD
<http://www.actfl.org>

December 27-30, 2005

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

March 30-April 2, 2006

Northeast Conference on the Teaching of Foreign Languages (NECTFL)
Building on Common Ground: Within, Across, Beyond
New York, NY <http://www.dickinson.edu/nectfl/index.html>

April 20-23, 2006

9th NCOLCTL Conference
Pre-conference Workshop on April (check date with A)
University of Wisconsin, Madison, WI
<http://councilnet.org>

June 17-20, 2006

American Association of Applied Linguistics (AAAL)
Joint Conference of AAAL and ACLA/CAAL 2006
Montreal, Quebec, Canada
<http://www.aaal.org>

Workshops & Symposia:**May 23-26, 2005**

National African Language Resource Center (NALRC)
Oral Proficiency Interviewer
University of Wisconsin at Madison
<http://lang.nalrc.wisc.edu/nalrc/news/announcement/oral.htm>

June 20-July 1, 2005

National Foreign Language Resource Center (NFLRC)
Designing Effective Foreign Language Placement Tests
University of Hawaii at Manoa, Honolulu, HI
http://nflrc.hawaii.edu/prodev_home.cfm

June 29, 2005

Center for Advanced Language Proficiency Education and Research (CALPER)
(i) Investigating Real Language
(ii) Using Technology to Promote Advanced Language Proficiency
(iii) Project Work: Linking Content and Language Instruction
Pennsylvania State University, University Park, PA
<http://calper.la.psu.edu/profdev.php>

July 6, 2005

Center for Advanced Language Proficiency Education and Research (CALPER)
(i) Conceptual Fluency, Emotional and Narrative Competence as Components of Advanced Language Proficiency
(ii) Recent Research on Language Learning During Education Abroad
(iii) Pragmatics in Cyberspace
Pennsylvania State University, University Park, PA
<http://calper.la.psu.edu/profdev.php>

July 10-11, 2005

Center for Advanced Language Proficiency Education and Research (CALPER)
Performance-based Second Language Assessment
Pennsylvania State University, University Park, PA
<http://calper.la.psu.edu/profdev.php>

July 12-14, 2005

Center for Language Education and Research (CLEAR)
You can take the Language out of Culture, but you can't take the Culture out of Language
Michigan State University, East Lansing, MI
<http://clear.msu.edu/training/04institutes/index.html>

July 13, 2005

Center for Advanced Language Proficiency Education and Research (CALPER)
One day Symposium: *Perspectives on Advanced Language Proficiency*
Pennsylvania State University, University Park, PA
<http://calper.la.psu.edu/profdev.php>

July 15-17, 2005

Center for Language Education and Research (CLEAR)
(i) Creating Communicative Speaking Activities
(ii) Basic Web Immersion
Michigan State University, East Lansing, MI
<http://clear.msu.edu/training/05workshops/index.html>

July 18-22, 2005

Center for Language Education and Research (CLEAR)
(i) Choosing and Using Authentic Materials
(ii) Digital Video Projects
Michigan State University, East Lansing, MI
<http://clear.msu.edu/training/05workshops/index.html>

July 25-29, 2005

Center for Language Education and Research (CLEAR)
(i) Vocabulary – The Key to Language Fluency
(ii) Teaching Writing in the Foreign Language Classroom
Michigan State University, East Lansing, MI
<http://clear.msu.edu/training/05workshops/index.html>

August 18-19, 2005

National Foreign Language Resource Center (NFLRC)
Japanese for Non-native Teachers; An online workshop for K-16 Teachers of Japanese
University of Hawaii at Manoa, Honolulu, HI
http://nflrc.hawaii.edu/prodev_home.cfm

October 8, 2005

UW Center for East Asian Studies (CEAS)
K-16 Chinese Teacher and Graduate Student Workshop: Current Approaches in Teaching Chinese as a Second Language
University of Wisconsin, Madison, WI
<http://polyglot.lss.wisc.edu/east/K16Outreach/K16OutreachWorkshops.html>

Summer Institutes:**National Capital Language Resource Center (NCLRC)**

Georgetown University, George Washington University, Center for Applied Linguistics, Washington, DC
<http://www.nclrc.org/suin04.html>

May 23-27, 2005

Making Videos for the Foreign Language Classroom

May 25, 2005

Writing Proposals for Foreign Language Projects

May 26, 2005

Teaching Foreign Language in the Workplace

May 27, 2005

Small, Medium and Large: Collaborative Internet Projects for the University Foreign Language Classroom

May 30-June 29, 2005

Oral Proficiency Testing – On-line Course

July 6, 2005

The Next Rung on the Professional Ladder: Seeking National Board Certification in World Languages other than English

July 7-8, 2005

Teaching Arabic K-12: Strategies to Meet the Challenge

July 11-12, 2005

Infusing Technology into Foreign Language Instruction

July 13-14, 2005

Foreign Language and the Inclusion Classroom

July 15, 2005

Brain and Language for Language Teachers

Dates TBA

(i) Summer Institutes for Arabic Teachers of College & Adult Programs

(ii) Portfolio Assessment

(iii) Multiple Intelligences

National African Language Resource Center (NALRC)

University of Wisconsin, Madison, WI

<http://lang.nalrc.wisc.edu/nalrc/news/announcements/summer.htm>

May 31-June 13, 2005

A Second Language Acquisition Certificate Program for African Language Instructors

Center for Advanced Research on Language Acquisition (CARLA)

University of Minnesota, Minneapolis, MN

<http://www.carla.umn.edu/institutes/2005/schedule.html>

June 20-24, 2005

Developing Proficiency-Based Test Items for LCTLs: Reading and Writing

June 27-July 1, 2005

(i) Developing Proficiency-Based Test Items for LCTLs:

(ii) Immersion 101: An Introduction to Immersion Teaching

July 11-15, 2005

(i) Developing Classroom Materials for Less Commonly Taught Languages

(ii) Meeting the Challenges of Immersion Education: Focus on Writing

(iii) Culture as the Core in the Second Language Classroom

July 18-22, 2005

(i) Second Language Acquisition: Basics for Teachers

(ii) Using Technology in the Second Language Teaching

July 25-29, 2005

(i) Developing Assessments for the Second Language Classroom

(ii) Maximizing Study Abroad: Strategies for Language and Culture Learning

(iii) Styles- and Strategies-Based Instruction

A limited number of stipends are available for teachers of LCTLs

<http://www.carla.umn.edu/institutes/2005/scholarships.html>

National East Asian Language Resource Center (NEALRC)

Ohio State University, Columbus, OH

<http://deall.ohio-state.edu/speac/>

June 20-August 4, 2005

Teaching Japanese: Training Program for Teachers of Japanese

Teaching Chinese: Training Program for Teachers of Chinese

The Language Acquisition Resource Center (LARC)

San Diego State University, San Diego, CA

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

July 11-15, 2005

Heritage Language Materials Development for the LCTLs

National K-12 Foreign Language Resource Center

Iowa State University, Ames, IA

<http://www.educ.iastate.edu/nflrc/inst/2005/homepage.html>

July 24-August 3, 2005

K-8 Arabic, Hebrew, Japanese and Russian Teacher Preparation Institute

June 17-August 9, 2005

Kiswahili GPA (in Tanzania)

administered by University of Georgia, Athens, GA

<http://www.uga.edu/afirstu>

June 19-August 12, 2005

The Summer Cooperative African Language Institute (SCALI)

Administered by Indiana University, Bloomington, IN

<http://www.indiana.edu/~afirst/scali1.html>

Chinese Language Teachers Association (CLTA)

2005 Summer Intensive Chinese Language Programs

<http://clta.osu.edu/summerintensive/default.htm>

South Asian Language Resource Center (SALRC)

2005 South Asian Summer Language Programs

<http://salrc.uchicago.edu/workshops/institutes.shtml>

NCOLCTL SECRETARIAT

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455 N.PARK STREET

MADISON WI - 53726

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FAX: 1 - 608 - 265 - 7904

ncolctl@mailplus.wisc.edu

SOME SUMMER PROGRAMS FOR OUR STUDENTS

June 6-July 8, 2005

Spoken Iraqi Arabic (Georgetown University)

administered by NCLRC,

<http://www.nclrc.org/Suin05main.html>

June 13-August 5, 2005

South Asia Summer Language Institute (SASLI)

University of Wisconsin, Madison, WI

<http://www.wisc.edu/sasli/>

June 17-August 12, 2005

Zulu GPA (in South Africa)

administered by University of Pennsylvania, Philadelphia, PA

http://www.africa.upenn.edu/afl/gpa_announcement.htm

Interested in hosting the NCOLCTL Conference at your Institution?

Contact the NCOLCTL Secretariat

Tel: 1-608-265-7905

ncolctl@mailplus.wisc.edu

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Benefits of Membership

- A free annual pre-conference workshop (normally the cost of a workshop can be up to \$150.)
- A free conference proceedings or journal and a bulletin
- Reduced registration fees at the conference.
- Representation at the national level as "at-large" member of the board, elected by the individual members.
- Participation in the Council's projects.(if and when we get grants)
- Membership in the Council ListServe.

Please complete and submit the following application form.
Then send us your membership fee (\$50 - for individual membership) check payable to NCOLCTL and mail it to the following address.

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

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Name of Organization:

Year Established &
Number of members

LCTL Field of focus:

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Institution:

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Then send us your membership fee (\$200 - for organizational membership) check payable to NCOLCTL and mail it to the following address.

NCOLCTL
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455 N. Park Street
Madison, WI 53706

Photo Album



Gilles Bousquet addressing the members at the NCOLCTL Reception



Paper Presentation Session



Exhibit Booths: NALRC



Plenary Session: Heidi Bymes



Poster Session



NCOLCTL Round Table



Laura Rodd, the recipient of the Walton award with Antonia Schleicher



Plenary Session

NCOLCTL 2004

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THE EIGHTH NCOLCTL CONFERENCE

“THE YEAR OF LANGUAGES
EXPANDING THE PRESENCE OF LESS COMMONLY
TAUGHT LANGUAGES”

APRIL 14-17, 2005 MADISON, WI



KeyNote Speech by:
Congressman Rush Holt
“*An Uncommon Moment for Less
Commonly Taught Languages*”

“*Establishing a Realistic and Effective LCT Language Program for
Higher Education Systems in the U.S.*” - *Preconference Workshop*
Masakazu Watabe,
Professor of Japanese, Brigham Young University, Utah

Plenary Sessions include:

“*The Course of Human Events and Language Education in the U.S.:
Irresistible Force and the Not-so-Immovable Object*”

Richard D. Brecht
Executive Director, University of Maryland
Center for Advanced Study of Language

“*Languages and the National Interests*”

J. David Edwards
Executive Director, JNCL-NCLIS

“*We are all in this together!*”

Audrey L. Heining-Boynton
President, American Council on the Teaching of Foreign Languages
(ACTFL)

“*Title VII/Fulbright-Hays and Less Commonly Taught Languages*”

Ralph Hines
Director, International Education Programs Service
U.S Department of Education (USED)

“*Raising the bar for Language Learning: The National Flagship Lan-
guage Initiative (NFLI)*”

Robert. O. Slater
Director, National Security Education Program (NSEP)

“*The LCTL Challenge: Gaining Esteem in Academe*”

Ray T. Clifford
Director, College of Humanities Center for Language Studies,
Brigham Young University

NCOLCTL 2006
MADISON, WI
APRIL 20TH- APRIL 23RD 2006