New Visions for Southeast Asian Language Teaching
NFLRC/COTSEAL Workshop
Imin International Conference Center, University of Hawai‘i at Manoa
January 9-10, 2004

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New Visions for Southeast Asian Language Teaching
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Program

Purpose

Formulate long-term objectives for improving the US capacity to teach and learn the languages of Southeast Asia, and define the role that the UH NFLRC can play in facilitating their achievement

Objectives

- Exchange institutional and individual experiences of the teaching and learning of Southeast Asian languages
- Assess and prioritize capacity-building needs in teaching and learning Southeast Asian languages
- Formulate long-term objectives, collaborative strategies and timelines for addressing the prioritized needs
- Consider issues of whether and how the UH NFLRC can satisfy needs expressed by Southeast Asian area studies and language specialists, and can establish a clearer relationship with COTSEAL as a conduit to Southeast Asian language colleagues
- Plan follow-up actions for progress towards meeting the needs

Outputs

- Documentation of prioritized needs, objectives, strategies, timelines and follow-up actions
- Statement regarding federal funding policy and issues
# Agenda

## Thursday, January 8

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>7:00-9:00 pm</td>
<td>welcome reception</td>
<td>Dick Schmidt’s house in Hawai’i Kai</td>
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## Friday, January 9

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>morning refreshments</td>
<td></td>
</tr>
<tr>
<td>9:00-10:30</td>
<td>SESSION 1</td>
<td>by workshop facilitator, with Dick Schmidt, Prawet Jantharat and others &quot;setting the context&quot;</td>
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<tr>
<td>10:30-10:45</td>
<td>break</td>
<td></td>
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<tr>
<td>10:45-12:00</td>
<td>SESSION 2</td>
<td>by language and other groups, with reference to ‘needs’ document</td>
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<tr>
<td>12:00-1:30</td>
<td>lunch</td>
<td></td>
</tr>
<tr>
<td>1:30-3:00</td>
<td>SESSION 3</td>
<td>in the whole group, to begin formulating objectives and strategies</td>
</tr>
<tr>
<td>3:00-3:15</td>
<td>break</td>
<td></td>
</tr>
<tr>
<td>3:15-4:30</td>
<td>SESSION 4</td>
<td>begin with whole group discussion, with reference to ‘issues’ document, then in self-selected groups to begin addressing issues</td>
</tr>
<tr>
<td>5:30-7:30</td>
<td>reception</td>
<td>with entertainment</td>
</tr>
</tbody>
</table>
## Agenda (continued)

### Saturday, January 10

<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td><strong>morning refreshments</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 9:00-10:30      | SESSION 5  
  _ issues reportback                                                       | in the whole group, to begin building consensus on the issues |
| 10:30-10:45     | **break**                                                                        |                                                                              |
| 10:45-12:00     | SESSION 6  
  _ formulating long-term objectives for improving the US capacity to teach and learn the languages of Southeast Asia | in self-selected groups, to elaborate the objectives and strategies (with timelines), and to define the UH NFLRC’s roles |
| 12:00-1:30      | **lunch**                                                                        |                                                                              |
| 1:30-3:00       | SESSION 7  
  _ long-term objectives reportback                                             | in the whole group, to agree on the objectives, strategies and roles         |
| 3:00-3:15       | **break**                                                                        |                                                                              |
| 3:15-4:30       | SESSION 8  
  _ evaluation - revisiting the workshop objectives and issues  
  _ follow-up action planning                                                      | to check whether the workshop objectives were met and issues covered, and to identify actions to immediately follow the workshop |
| 4:30            | **closing ceremony**                                                              |                                                                              |
Needs
[drawn from pre-workshop task, in alphabetical order by category]

Assessment of Southeast Asian language programs
- including identification of geographical areas, institutions, and educational levels targeted for promoting Southeast Asian languages over short and long term, i.e. particular states, schools, training institutions (even groups like FSI, Defense Language Institutes), K-5, Middle School, or Grades 9-12, 13-14 (at community colleges), higher education levels

Center for Southeast Asian languages
- center that solely promotes Southeast Asian language issues and interests [UH-NFLRC applying for a grant to set up a center for SEAL in Hawai‘i], including collaborative work; sharing and dissemination of information, opportunities and training to all members; and learning LCTL

Curriculum
- assessment, development and effective dissemination efforts of improved teaching methods for all levels and languages
- assistance with on-line course development and maintenance
- language syllabus guidelines
- articulation among individual programs, domestic summer programs and study-abroad

Funding
- no-cost vs money required
- federal government vs other funding sources
- grants

Materials development and distribution
- assessment, development and effective dissemination efforts of new research-based teaching materials, and as resources for foreign language teachers at elementary and secondary levels and other community based-programs
- handbooks for interactive classroom communicative tasks for all levels of [language]
- UH-NFLRC provides a technician or computer programmer whose responsibility is to assist with development and preparation using various authoware, software and hardware
- publications workshops and funding

Proficiency testing
- development, application and dissemination of performance testing (comparable with ACTFL guidelines) appropriate to an educational setting for use as a standard and comparable measurement of skill levels in all languages

Research
- assessment, development and effective dissemination efforts of new research relevant to Southeast Asian language teaching and learning, of improved teaching methods for beginning to advanced language levels and of new research-based teaching materials
- collaboration opportunities
Standards

- e.g., for admission to SEASSI or study-abroad programs
- graded functions
- for a language proficiency level (speaking/listening, reading/writing) that is expected of students completing each “academic” year (2 semesters/32 weeks/~100-120 hours) of language classes, that will be commonly adopted by all university level language programs of a given language (e.g., Thai, Indonesian) in US institutions. This guideline can be stated in commonly accepted scales such as FSI/ACTFL. This will eliminate the “vagueness” of the terms “beginning, intermediate, advanced” commonly used in various institutions, which might not refer to the same language proficiency level and coverage. If this is achieved, maybe we will have a common syllabus or program of topics and functions of the language that should be covered in each “academic year” of teaching that particular language.

Student recruitment

- study to high proficiency levels
- dealing with heterogeneity of learners

Study-abroad programs

- train local teachers with new methodology and technology

Summer institutes

- affordable intensive summer language institutes to train advanced foreign language students, to provide professional development, and to improve language instruction through pre-service and in-service language training for teachers

Teacher education and training, and professional development

- professionalization of Southeast Asian teachers
- identification of objectives for teacher training and certification for various levels (e.g., credential programs for K-12, MAs or higher for college and university levels), and identification of articulation links between all these levels to ensure continuity of training over a well-planned number of years and semesters to ensure seamless continuity in language education
- regular training programs
- coordination with SEASSI (Southeast Asian Summer Session Institute)
- teaching strategies
- pedagogical and technological updates
- on-line courses
- distance education
- administration and interpretation of performance tests
- travel scholarships

University governance

- in relation to workplace and career improvement
- ‘colonial’ power structure in many Southeast Asian language programs
- ‘exploitation’ of Southeast Asian language teachers in academia
- role of language professionals in Title VI NRCs (National Resource Centers)
Issues
[drawn from pre-workshop task]

- Continuation of Southeast Asian languages as a priority area of UH NFLRC
- Role of UH NFLRC in the training and credentialing of teachers in various states for Southeast Asian language teaching
- Teacher education role of graduate programs at UH (e.g., Department of Second Language Studies, Southeast Asian languages, Asian Studies) in Southeast Asian languages, and UH NFLRC facilitation role
- UH NFLRC relationships with teachers, institutions, Southeast Asian centers and COTSEAL (in US): identifying needs and coordinating cooperation
- Cooperation between UH NFLRC and partner institutions in Southeast Asia
- Role of UH NFLRC, perhaps in partnership with COTSEAL, in addressing the issue of articulation among individual programs, domestic summer programs and study-abroad
Recent, Current, and Planned Projects Supporting the Languages of Southeast Asia

Professional Development

1999  Self-Directed Learning: Materials & Strategies Summer Institute: workshop and symposium with Filipino, Khmer, Thai, & Vietnamese-related presentations


2001  Pre-institute methodology training for SEASSI faculty: as a follow-up by a visit to SEASSI by David Hiple in 1999 to conduct a comprehensive external review and evaluation of the program

2002  Heritage Learners & National Language Needs Summer Institute: workshop & symposium dealing with Ilokano & Filipino

ACTFL Levels, Text Levels, and Lesson Design: presentation at the annual meeting of GUAVA at the University of Washington

Vietnamese Authentic Video Lesson Development Workshop: a workshop to orient Vietnamese language educators toward a common philosophy of materials development for authentic video segments and provide them with tools for lesson design.

2003  CLAN for Conversation Analysis: workshop for participants representing Ilokano, Khmer, Thai, & Vietnamese and doing research in those languages

Southeast Asian Pedagogy Summer Institute: site visits and faculty development workshops for study abroad faculty in Indonesia (COTIM, Manado), Cambodia (ASK, Phnom Penh), & Vietnam (VASI, Hanoi)

2004  New Visions for Southeast Asian Language Teaching: NFLRC/COTSEAL Workshop (January), to bring together language educators and others with a stake in improving the US capacity to teach and learn the languages of Southeast Asia. The purpose of the workshop will be to formulate long-term objectives for the field and define the role that the UH NFLRC can play in facilitating the achievement of these objectives.

Distance Education Summer Institute (Summer): a workshop to launch the development of advanced on-line courses in selected SEA languages, followed by a symposium.

Heritage Language Symposium (Fall): focusing on SEA and Pacific Islands languages

2005  Issues in Placement, NFLRC Summer Workshop (Summer): a workshop bringing together language educators working in SE Asian languages and other LCTLs to address issues in placement & articulation.

2006  Asia Pacific Pedagogy Summer Institute (Summer)
Research & Assessment Projects

1999–2002  Teaching the Pragmatics of Indonesian as a Foreign Language: research project.
            Team: Gabriele Kasper & Margaret DuFon

            Research has shown not only that elicited imitation (EI), sometimes referred to as “sentence repetition,” attains high reliability and validity measured against alternative assessments, but that some data can be used for diagnostic procedures, and, like cloze testing, it lends itself to relatively easy-to-construct items and batteries. In this project, EI tests are being developed for Indonesian and Vietnamese as models that can be emulated by teachers of all languages. The final products of the project will be completed tests for Indonesian and Vietnamese, together with a handbook on elicited imitation containing guidelines for the development of comparable measures in any language.

Materials Development & Dissemination

Filipino (Tagalog)  Authentic Tagalog video (text & tape), Ruth Mabanglo & David Hiple

Indonesian  Authentic Indonesian video (text + tapes), Erlin Barnard, Julie Winter, & David Hiple
            Nah, Baca! Authentic Indonesian readings (vol. 1, student workbook plus reading packet), Ellen Rafferty, Jim Collins, Erlin Barnard, & David Hiple
            Nah, Baca! Authentic Indonesian readings (vol. 1, teacher’s edition), Ellen Rafferty, Jim Collins, Erlin Barnard, & David Hiple
            Nah, Baca! Authentic Indonesian readings (vol. 2, student workbook plus reading packet), Ellen Rafferty, Jim Collins, Erlin Barnard, & David Hiple
            Nah, Baca! Authentic Indonesian readings (vol. 2, teacher’s edition), Ellen Rafferty, Jim Collins, Erlin Barnard, & David Hiple
            Mari belajar sopan santun Bahasa Indonesia (text + video), Margaret A. DuFon

Khmer  Communicating in Khmer 1: An interactive intermediate level Khmer course (text + CD-ROM), Chhany Sak-Humphry
            Communicating in Khmer 2 (text + CD-ROM), Chhany Sak-Humphry

Vietnamese  Computerized Intermediate Vietnamese 2.1 Hang (CD-ROM), Le Minh & O’Harrow, Steven
HEA-TITLE VI, INTERNATIONAL EDUCATION PROGRAMS
SEC. 603. Ù20 U.S.C. 1123

LANGUAGE RESOURCE CENTERS

(a) LANGUAGE RESOURCE CENTERS AUTHORIZED-The Secretary is authorized to make grants to and enter into contracts with institutions of higher education, or combinations of such institutions, for the purpose of establishing, strengthening, and operating a small number of national language resource and training centers, which shall serve as resources to improve the capacity to teach and learn foreign languages effectively.

(b) AUTHORIZED ACTIVITIES-The activities carried out by the centers described in subsection (a)-

(1) shall include effective dissemination efforts, whenever appropriate; and

(2) may include-

   (A) the conduct and dissemination of research on new and improved teaching methods, including the use of advanced educational technology;

   (B) the development and dissemination of new teaching materials reflecting the use of such research in effective teaching strategies;

   (C) the development, application, and dissemination of performance testing appropriate to an educational setting for use as a standard and comparable measurement of skill levels in all languages;

   (D) the training of teachers in the administration and interpretation of performance tests, the use of effective teaching strategies, and the use of new technologies;

   (E) a significant focus on the teaching and learning needs of the less commonly taught languages, including an assessment of the strategic needs of the United States, the determination of ways to meet those needs nationally, and the publication and dissemination of instructional materials in the less commonly taught languages;

   (F) the development and dissemination of materials designed to serve as a resource for foreign language teachers at the elementary and secondary school levels; and

   (G) the operation of intensive summer language institutes to train advanced foreign language students, to provide professional development, and to improve language instruction through preservice and inservice language training for teachers.

(c) CONDITIONS FOR GRANTS-Grants under this section shall be made on such conditions as the Secretary determines to be necessary to carry out the provisions of this section.