Lessons Large and Small: Six Models for Field Development in the LCTLs

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Overarching assumptions

• If teachers are key to the development of the profession, then teachers must guide that development

• There is no single means for successfully developing any language field – LCTL, MCTL or otherwise
LCTL fields to be examined

- Russian
- Japanese
- Chinese
- Southeast Asian
- South Asian
- African
U.S. Language Supply Capacity Sectors (Brecht & Walton, 1994)

- Academic
- Government (and NGO)
- Heritage
- Overseas
- Private Providers (proprietary)
Lessons from Russian

• If an existing organization is inadequate to serve the needs of the profession, form a new one (American Councils for International Education: ACTR/ACCELS)

• Cf. establishment of ACTFL from out of MLA in 1967
Lessons from Japanese

• Particularly for Category IV languages (Arabic, Chinese, Japanese and Korean), the K-12 portion of the PreK-16+ pipeline is essential
• Generally speaking, colleges/schools of education in the United States cannot provide K-12 pre-service training sufficient to build it
• Depending on “guest teachers” with a primarily EFL/ESL orientation and only experience learning Japanese as a native language cannot build a domestic pipeline
• Foundation support for both pre- and in-service training is invaluable, but the design of such programs must reside in the hands of the language professionals, not the foundations
• Rationalization of resources is essential for LCTLs (Alliance of Associations of Teachers of Japanese – Association of Teachers of Japanese (higher ed) and National Council of Japanese Language Teachers (K-12)
U.S. Language Supply Capacity Sectors (Brecht & Walton, 1994)

- Academic
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Chinese Language Supply
Capacity Sectors – 1960s-1970s

• Academic
  – CLTA

• Government (and NGOs)
  – National Resource Centers (NRCs)
  – Carnegie Foundation

• Heritage
  – Taiwan community/Saturday schools

• Overseas
  – Taiwan study abroad programs
Chinese Language Supply Capacity Sectors – 1980s-1990s

- **Academic**
  - + CLASS

- **Government (and NGOs)**
  - + Language Resource Centers (LRCs)
  - + National Security Education Program (NSEP)
  - + Geraldine R. Dodge Foundation
  - + Luce Foundation

- **Heritage**
  - + National Council of Associations of Chinese Language Schools (NCACLS)
  - + PRC community/Saturday schools
  - + Chinese School Association in the United States (CSAUS)

- **Overseas**
  - + PRC study abroad programs
Chinese Language Supply Capacity Sectors – 2000s

• Academic
  – + CLASS to co-sponsorship status with ACTFL

• Government (and NGOs)
  – + National Flagship Language Initiative (NFLI)
  – + STARTALK (ODNI)
  – + Asia Society
  – + The College Board

• Overseas
  – + HANBAN
Lessons not learned from the Japanese language field

• “Guest teachers” still constituting a significant portion of the K-12 pipeline
• No clear signs of oversight by the US-based professional teacher associations
• Bulk of professional development being managed by either NGOs, USG-funded programs, or foreign government programs
• Four separate language teacher/school organizations
Current key providers of Chinese language teacher professional development

- CLASS
- NGOs
  - The College Board
  - Asia Society
- PRC government (HANBAN)
- USG (National Security Language Initiative – NSLI)
  - Office of the Director of National Intelligence (STARTALK)
  - Department of Defense (National Flagship Language Initiative)
  - Department of State (Teachers of Critical Languages Program, Summer Intensive Language Institutes)
  - Department of Education (FLAP, NRCs, LRCs)
The Structure of a Language Field  
(from Walton 1996)

• **Base-Structure Components**
  - Expertise Base
  - Learning Framework for Culturally Contextualized Communication
  - Field-Wide Strategic Plan
  - Field-Wide Organizations

• **Infrastructure Components**
  - Research Tradition
  - Transmission of Expertise
  - Industry for the Creation of Instructional Materials
  - Strong Relations with Area Studies Specialists
  - Strong Relations with Home Culture
  - Strong Relations with Heritage Sector
  - Field-Based Communications Networks
  - Strong Relations with International Field
  - Rigorous Field Assessment and Feedback Mechanisms
  - Committed Institutions
A potential matrix/checklist for the development of an LCTLs field

- National language(s)-specific organization
- Institutional affiliation(s)
- Affiliation with summer intensive/immersion program or study abroad program
- Affiliation with major non-language-specific national organization
- Affiliation with major non-language or language national organization (with significant project(s))
- Development of research foundation, including publication(s)
- Promotion of technologically-enhanced instruction
Features of the Southeast Asian languages field
(key development period in 1980s & 1990s)

• Council (formerly Consortium) of Teachers of Southeast Asian Languages (COTSEAL)
• 10 institutional affiliations (coincidentally, most common sites of summer immersion program)
• Southeast Asian Summer Studies Institute (SEASSI)
• Primary role in establishment of National Council of Organizations of Less Commonly Taught Languages (NCOLCTL)
• Origins in meetings at Association for Asian Studies (AAS)
• Development of computerized database of professionals and enhanced professional journal (1991), and Southeast Asian Language Learning Framework (1994)
• One of the earliest developmental units for NFLC LangNet (now DLIFLC GLOSS and NFLC LangNet)
Features of the South Asian languages field
(key development period in 1980s & 2000s)

• South Asian Language Teachers Association (SALTA)
• Single primary institutional affiliation (University of Pennsylvania)
• American Institute of Indian Studies
• Initial role in development of NCOLCTL, now one of the mini-conferences held in conjunction with NCOLCTL
• Supported by grant from Standards Collaborative Board (ACTFL) to develop Hindi and Urdu K-16 standards
• Ongoing projects with direct and indirect research implications, with units including Center for Applied Linguistics (CAL – DesiLearn), and Institute of International Education (Language Flagship – Hindi-Urdu Flagship Program at University of Texas-Austin)
• One of the earliest developmental units for NFLC LangNet (now DLIFLC GLOSS and NFLC LangNet)
Features of the African languages field

• African Language Teachers Association (ALTA)
• Initially several disparate institutional affiliations, ultimately coalescing at a single one with multiple roles (University of Wisconsin-Madison)
• National African Languages Resource Center (NALRC)
• Now serving as national headquarters for NCOLCTL
• Initial role in development of NCOLCTL, now one of the mini-conferences held in conjunction with NCOLCTL (cf. long history of tensions with African area studies specialists and organizations)
• Promoting pan-LCTL professional development opportunities, through NCOLCTL (online courses for teaching LCTLs at the postsecondary level)
• One of the earliest developmental units for NFLC LangNet (now DLIFLC GLOSS and NFLC LangNet)