



future |'fyoō ch əɹ|

–*noun*

1. time that is to be or come hereafter.
2. something that will exist or happen in time to come.
3. a condition, especially of success or failure, to come.

Less Commonly Taught Languages: a designation used in the United States for languages other than the three most commonly taught foreign languages in US public schools: Spanish, French, and German. The term covers a wide array of world languages (other than English), ranging from some of the world's largest and most influential languages to smaller regional languages studied in the US mainly by area experts.

This event is made possible by the generous contributions of the following:

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Columbia University Language Resource Center

353 International Affairs Building

420 W. 118th Street

New York, NY 10027

(212) 854-9224

www.lrc.columbia.edu

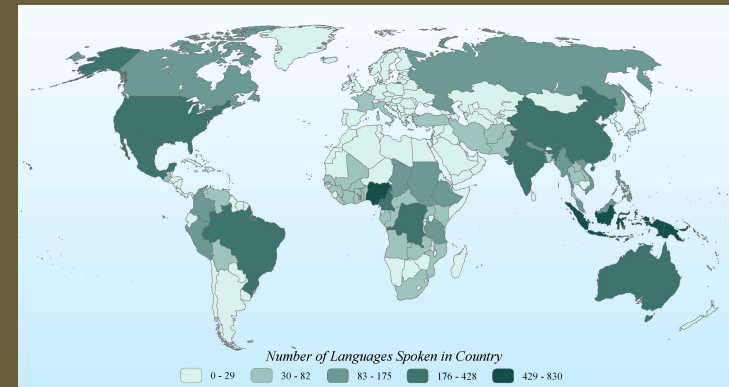
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What Future For The Less Commonly Taught Languages?

April 30th 2011 9:00 AM -5:00 PM
Kellogg Conference Room, 15th floor, IAB

The Conference

This conference is the first in a planned series of conferences the Center will host in the coming years exploring topics germane to the teaching and learning of less commonly taught languages (LCTL). The conference aims to bring together language teachers, educators, administrators and other stakeholders to discuss and share research, theory, and best practices on the current state and future of the LCTL as well as initiate a meaningful professional dialogue on this topic amongst those who are interested in sustaining the teaching and learning of LCTL at US institutions.

Given the emphasis many US institutions of higher education have placed in recent years on their global mission, both in terms of increasing their global reach as well as in terms of the emphasis put on preparing students to become global citizens, this conference hopes to highlight the importance that should be placed on the teaching and learning of world languages and the centrality of this endeavor to a global institutional mission.

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Taoufiq Ben Amor *Senior Lecturer in Arabic Studies, Columbia University*

Maria Carreira *Professor of Spanish, California State University, Long Beach*

Dan Davidson *Professor of Russian and Second Language Acquisition, Bryn Mawr College*

Jean François *Associate Professor of French and Francophone Studies, CUNY*

Scott McGinniss *Academic Advisor and Professor, Defense Language Institute, Washington Office*

Nancy Ruther *Associate Director, The MacMillan Center, Yale University*

Alan Timberlake *Professor of Russian and Chair, Slavic Department, Columbia University*

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

Program

8:00-9:00 Breakfast (lobby area)

9:00-9:30 Welcome and opening remarks

9:30-11:00 Keynote Address
Scott McGinniss: "*Lessons Large and Small: Six Models for Field Development in the LCTL*"

11:00-11:15 Break (lobby area)

11:15-12:45 Alan Timberlake: "*Know the Other*"
Nancy Ruther: "*Strategic Interests and Interesting Strategies: T6 and campus language programs*"

12:45-1:45 Lunch Break (lobby area)

1:45-3:00 Jean François: "*The forgotten LCTL: the case of Haitian Creole*"
Taoufiq Ben Amor: "*The Rise of Arabic and its Implications for the Future of LCTLs*"

3:00-3:15 Break (lobby area)

3:15-4:30 Maria Carreira: "*Preserving the LCTL. One Size does not Fit All*"
Dan Davidson: "*Globalization in US Education: The Case of the LCTL in Schools and Universities*"

4:30-5:00 Summative and closing remarks
Nelleke Van Deusen-Scholl

