

## **SEALC Activities Report to Stakeholders**

**March 18, 2021**

### **Introduction: (Abby)**

We are pleased to update you on this past year's SEALC activities and are happy to report that despite these very unusual times we have been able to move ahead with SEALC activities on various fronts.

### **Overview: (Ellen)**

SEALC is pleased to report on the achievements of the year one Oral Proficiency project and the status of year two workshops, among other organizational activities. First, SEALC would like to thank the NRCs for their continuing and generous support of the SEALC activities; the collaboration with the NRCs and the collaboration among the language instructors across institutions has been one of the most gratifying biproducts of the SEALC workshops. We are especially grateful to the workshop hosts in year one and two, UCLA and UW Madison.

### **Year One – AY 2019-20**

#### **The Oral Proficiency Interview (OPI) training and the development of language specific Oral Proficiency Guidelines (OPG) for Burmese, Filipino, Indonesian, Thai, & Vietnamese. (Erlin)**

Under Erlin Barnard's direction, the OPG project was completed in February 2021 after a year-long collaboration among language instructors to collect and analyze interview data and then summarize the results in standard descriptions of oral assessment benchmarks for the five languages.

The year-long OPG project included two virtual meetings of the language instructors in September and December of 2020. In preparation for the September session, ACTFL trainer, Dr. Cynthia Martin, met with each group to address language specific questions and offer guidance as the groups analyzed their data. On September 26, 2020 with the facilitation of Erlin Barnard and Ellen Rafferty, each of the five language groups reported on the status of its progress and challenges. At the virtual December 19, 2020 meeting, each group presented highlights of its OPG language-specific features for Superior, Advanced, Intermediate, and Novice levels. In addition, each group reflected on how this project has impacted teaching methods and related professional development goals the group. Examples of future goals included curriculum standardization, materials development projects, development of placement assessment procedures, and writing a journal article relating to the OPG project.

We congratulate all participants upon the completion of this significant and foundational undertaking. The field of SE Asian language teaching will benefit from the development of these standard descriptions of oral assessment benchmarks in the five languages.

### **Year Two – AY 2020-21**

#### **Two-part *Project-Based Learning* (PBL) workshops, October 23-24, 2020 and April 30 & May 1, 2021. (Juliana)**

SEALC in collaboration with UCLA Center for Southeast Asian Studies (UCLA CSEAS) sponsored the first-part of the *Project-Based Learning workshop* on October 23-24, 2020. This virtual workshop was

led by Professor Maria Carrera of the National Heritage Language Resource Center (NHLRC) at UCLA. There were 26 participants, representing 7 Southeast Asian languages from 13 universities and community colleges attending this workshop. Fourteen of these participants will continue on to the second workshop which will be conducted virtually on April 30 & May 1, 2021. Following the second workshop, the participants will work in small groups under the direction of Erlin Barnard to create project-based lessons which will be completed by August 2021 and will then be posted on the SEALC and NHLRC websites. (For further details about this workshop see a description on the [SEALC website](#)).

#### **Publication Workshop May 14-15, 2021 (Juliana)**

This workshop led by Donna Brinton of UCLA will focus on the importance of publication as part of the overall process of professional development. A maximum of 20 participants will be accepted to attend the workshop which will describe the publication process, beginning with manuscript conception, determination of relevant journals, submission process, and responding to reviewer comments. Additional topics covered include options for submissions (e.g., materials review, literature review, research report) and relevant research options (e.g., case study, classroom research, action research). After the workshop, participants will submit a description of an on-going or future research project in Southeast Asian language teaching that they will write up for publication.

#### **Student Opportunities - Language Tuition Support (Abby)**

SEALC in AY 20-21 collaborated with GETSEA to offer Tuition assistance awards to students to take synchronous language courses at an institution other than their home institution. The main purpose of this initiative is to encourage SEASSI students to continue their language study following a SEASSI program. In August 2020, SEALC received 13 applications for support, and in collaboration with GETSEA we made 7 awards for the fall semester of 2020 and three for the spring of 2021. GETSEA awards are given to graduate students, while SEALC awards can be offered to either graduate or undergraduate students. In our efforts to support students, we were able to connect 4 students with institutional exchanges that allowed them to take courses at other institutions at no additional cost. The tentative deadline for AY 2021-2022 language tuition support awards is mid-July 2021. SEALC will send out an email to SEASSI students, NRCs, and post the information on our website.

A joint SEALC-GETSEA sub-committee is planned to handle all affairs related to improving the accessibility of SE Asian languages. Abby Cohn and Eric Jones will represent both SEALC and GETSEA, Ellen Rafferty will represent SEALC and Celia Lowe will represent GETSEA. Ren Chao, a graduate student at University of Michigan and recipient of language tuition support, will represent the GETSEA Graduate Student Advisory Council. SEALC and GETSEA have been working on several SE Asian language access initiatives ranging from tuition support to data collection and outreach.

To assist students in finding accessible language courses, SEALC is compiling a comprehensive course exchange list to complement the [AAS Language Database website](#). This list will highlight otherwise difficult to find opportunities for students to take SE Asian language courses at partner institutions, while keeping costs at a minimum. Aside from these exchange initiatives, two other strategies to improve course access have proved successful. The first of these is UW-Madison's effort to allow special students to audit distance language courses (thus reducing tuition to 30% of the typical undergraduate rate). This arrangement was approved by the Department of Asian Languages and Cultures for a one-year trial period. As part of this arrangement, students sign an agreement pledging to fulfill all course requirements despite not receiving credit. The second strategy employed by NIU is to offer distance Burmese, Indonesian, and Thai at tuition rates ranging from as low as roughly \$1050 to \$1750 for a 3 to 5 credit class. SEALC encourages its stakeholders to consider the above strategies in

addition to course exchange initiatives to offer greater access to their language classes.

Lisey Doty, SEALC's Project Manager, will be updating SE Asian language offerings on the AAS database at institutions who regularly employ at least one staff member to teach the language. SEALC plans to conduct more extensive outreach to the instructors and department chairs or Directors at these institutions for further information.

### **Instructor Opportunities: SEALC Professional Development (Ellen)**

To better promote the professional development of SE Asian language instructors, SEALC will offer the following opportunities.

**Materials Development Proposals** – SEALC will accept proposals from small groups of instructors to develop curricular materials over a six to nine-month period. Proposals will be reviewed twice annually, on tentative dates of May 15 and October 15, through May 2023. At least one instructor per group must have attended a previous SEALC and/or COTSEAL professional development training. The finalized materials will be posted to the SEALC website. For more information, click [here](#).

**2021 ACTFL Convention Support** – This SEALC initiative aims to support SE Asian language instructors planning to attend the 2021 ACTFL Convention (November 2021), with priority given to those who have submitted proposals to present at the convention. Instructors must be ACTFL members and must have attended a SEALC and/or COTSEAL professional development training to apply. The tentative application deadline is September 1, 2021. For more information and to apply, click [here](#).

### **Language organizational support: (Ellen)**

SEALC plans to meet with language-specific group organizations in conjunction with the COTSEAL summer conference in July 2021 to assess the pedagogical and administrative needs of each group and to seek reactions to the SEALC workshops to date.

### **Administrative activities: (Lisey)**

SEALC has updated the design and content of the website, including a page for students and regularly posted professional development opportunities for instructors. SEALC is updating the website with deliverables as they are completed. SEALC has purchased project management software Asana to assist with grant activities.

### **Future workshops**

#### **Year Three - AY 2021-22**

#### **A 4-day Reading Proficiency Assessment Workshop (Erin)**

This workshop will be offered twice, first at NIU on the tentative dates of March 9-12, 2022 and secondly at Chulalongkorn U. in Bangkok on May 11-14, 2022. The first workshop is aimed to serve the needs of the US-based instructors and the second to attract collaborating instructors in SE Asia to work on the development of standard Reading Assessment tools. SEALC will strive to have representation from all in SE Asian languages. The trainers for both workshops, Drs. Catherine Baumann and Ahmet Dursun of the U. of Chicago, will present the concepts, terms, and principles of language assessment relevant to the reading levels (basic, practical, and advanced) and discuss the principles of proficiency-based test design while integrating reverse design. The measurable outcomes (target functions) of each level will be discussed in relationship to ACTFL proficiency guidelines. Following this introduction, the participants, working in language-specific groups, will find, evaluate, and select authentic readings for the 'basic' level of reading comprehension and then identify demonstrable and measurable target functions at this level.

This will be followed by a hands-on session to design test items for the basic level for one text. This same set of activities will be repeated for the practical and advanced reading levels. The final products of this workshop will be standard Reading Assessment tests to measure reading proficiency levels.

There will be a **2-day Follow-up** meeting hosted by NIU, in Fall of 2022 at which the deliverables (the reading proficiency tests) of all five language groups will be presented and discussed. The SE Asia-based language instructors will attend the meeting virtually.

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#### **Year Four - AY 2022-23**

**3-day Reading proficiency lesson development workshop for 30 participants venue TBD in fall 2022. (Erlin)**

Following the development of reading assessment tests, Barnard will lead this workshop to develop reading proficiency lessons. There will be a **2-day working group meeting in the Spring of 2023, venue TBD**. At this meeting participants will showcase their lessons and teaching videos for the three proficiency levels (basic, practical, and advanced).

#### **Year Five - AY 2023-24**

**A 3-day workshop focusing on Language teaching using teleconferencing technology with 30 participants in fall 2023.** The focus of this workshop is still to be determined.