

SEALC Activities Report to Stakeholders

March 24, 2022

Introduction

Welcome and introductions of those attending in-person and virtually.

We are pleased to update you on this past year's SEALC activities and are happy to report that despite the continuing pandemic we have been able to continue the planned SEALC activities virtually, in addition to returning this month to an in-person workshop at NIU. Thank you for your continued support of SEALC activities through the funding of instructors' airfare to these events and through hosting a SEALC workshop.

Overview

SEALC is pleased to report on SEALC achievements over the past year (3/2021 – 3/2022) which includes hosting four workshops, developing post-workshop deliverables, offering student support for language study, instructor professional development support, support of language organizations, monthly meetings of the Steering committee, and ongoing website maintenance.

We hosted the second in the two-part virtual Heritage Language & Project-Based Learning workshop in March 2021, the Publication workshop in May, and the in-person Reading Proficiency Assessment workshop at NIU in March of 2022 and the virtual Reading Proficiency Assessment workshop for SE Asian colleagues in March of 2022.

SEALC would not have been able to achieve our objectives without your support. We'd like to thank the NRCs and other stakeholder institutions for their continuing and generous support of the SEALC activities. One of the most gratifying biproducts of the SEALC workshops is to see the collaboration among institutions and among the cohorts of language instructors across institutions. We are especially grateful to the workshop hosts over the past year: UCLA and NIU.

March 2021- March 2022

Completing Year Two of the Luce grant

Project-based Learning (PBL) Workshop, April 30 - May 1, 2021

Professor Maria Carrera of the National Heritage Language Resource Center (NHLRC) at UCLA led the second half of the two-part ***Project-Based Learning (PBL) Workshop***, on April 30 & May 1, 2021 with 14 participants who had completed the first part of the workshop. The objective of the workshop was for the participants working in small groups to develop a module based on the Project-based learning concepts presented. Erlin Barnard supported the groups from May until August 2021 as they developed the materials; these lessons are posted on the SEALC and NHLRC websites. The curricular materials can be found in the "For Educators" tabs on the SEALC website; for further details about this workshop see also a description on the SEALC website, [here](#).

Publication Workshop May 14-15, 2021

This workshop led by Donna Brinton of UCLA focused on the importance of publication as part of the overall process of professional development. A total of 12 instructors representing 5 SE Asian languages (Burmese, Filipino, Indonesian, Thai, and Vietnamese) and 10 institutions of higher education participated. The workshop described the publication process, beginning with manuscript conception, determination of relevant journals, submission process, and responding to reviewer comments. Additional topics covered included the variety of submission options (e.g., materials review, literature review, research report) and relevant research options (e.g., case study, classroom research, action research). After the workshop, participants submitted reflections and/or a description of an on-going or future research project in Southeast Asian language teaching that they will intend to write up for publication. Read reflections from several participants on the SEALC website, [here](#).

Oral Proficiency Interview (OPI) Recordings Project – SEASSI 2021

The goal of this project was to collect OPI video samples that demonstrate identified language functions at four levels (Beginning, Intermediate, Advanced, & Superior) in four SEA languages (Filipino, Indonesian, Thai, and Vietnamese). These video clips, along with captions, will be posted to the SEALC website in late Spring 2022 as complements to the Oral Proficiency Guidelines (OPGs) completed in January 2021.

Year Three - AY 2021-22

4-day Reading Proficiency Assessment Workshops

The Reading Proficiency Assessment workshop which was led by Drs. Catherine Baumann and Ahmet Dursun of the U. of Chicago Language Center, presented principles of language assessment for the intermediate, advanced, and superior levels of reading proficiency. This training workshop was offered twice, first in-person at NIU on March 3-6, 2022 and second virtually for our SE Asian colleagues between March 11-18, 2022 in 6 3-hour sessions.

At the NIU workshop, there were 29 participants, representing all 8 NRCs and 7 additional institutions and included instructors of 7 languages (Burmese, Filipino, Hmong, Indonesian, Lao, Thai and Vietnamese). At the Virtual workshop, there were 25 participants, representing 5 languages (Burmese, Filipino, Indonesian, Thai, and Vietnamese) from a total of 15 institutions. Participants who had not completed the ACTFL Oral Proficiency Interview (OPI) training were required to complete an asynchronous, online format of this training prior to joining the Reading Proficiency Assessment workshop.

SEALC was also pleased to welcome Dr. Nelleke Van Deusen-Scholl, Director of the Center for Language Study at Yale University and SEALC external grant evaluator, as an attendee at the workshop. Language groups had the opportunity to meet with Nelleke to provide anonymous feedback on SEALC activities and discuss their language groups' needs.

During both workshops, groups of instructors (U.S. and SEA based) working in small groups designed reading proficiency tests for the intermediate and advanced levels. Between March and June 2022, these small groups of instructors will collaboratively find appropriate reading texts to match the designs they have created and will then complete the development of the standardized reading proficiency

assessment tools for the 7 SE Asian languages prior to the **3-day Follow-up symposium** which will be held at UW Madison on June 6-8, 2022. The June event will be hybrid to allow attendance and participation of the SEA-based colleagues.

Student Opportunities - Language Tuition Support and Language Tables

SEALC continues to collaborate with GETSEA, via the SEALC-GETSEA joint committee on language, to offer tuition assistance awards to students to take synchronous language courses at an institution other than their home institution. In July 2021, SEALC received 25 applications for support, and in collaboration with GETSEA we made 11 awards for the fall semester of 2021 and 9 for the spring of 2022. 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 one student with an institutional exchange that allowed them to take a course at another institution at no additional cost. SEALC-GETSEA awards also provided essential support for the remote Lao course offered at NIU in AY 2021-2022. Read the full article on these awards, published by Cornell's SEAP, [here](#) (p. 19-22). The tentative deadline for AY 2022-2023 language tuition support awards is mid-July 2022. SEALC will send out an email to SEASSI students, NRCs, and post the information on our website.

In addition to academic year awards, SEALC will begin offering several tuition scholarships for attendance at SEASSI 2022, beginning this summer and extending through Year 5 of the grant period. These scholarships will be awarded to highly qualified recipients of the partial SEASSI tuition scholarships, in order to fully fund their SEASSI tuition. Find more information [here](#).

SEALC is pleased that some institutions have continued to make arrangements to lower the tuition costs for students from other institutions. UW-Madison allowed special students to audit distance language courses (thus reducing tuition to 30% of the typical undergraduate rate). This arrangement was first approved by the Department of Asian Languages and Cultures for a one-year trial period for the AY of 2020-2021, and was renewed for the AY of 2021-22. As part of this arrangement, students sign an agreement pledging to fulfill all course requirements despite not receiving credit. SEALC encourages its stakeholders to consider the above strategies in addition to course exchange initiatives to increase accessibility to SE Asian language classes.

In January 2022, SEALC and GETSEA launched [virtual language conversation tables](#) for Burmese, Thai, and Vietnamese. These tables, led by volunteer instructors, provide an opportunity for students around the country to practice their language skills and network with peers. SEALC and GETSEA expect this will particularly benefit students at non-NRC institutions and/or institutions where these languages are not taught.

Instructor Opportunities: SEALC Professional Development

SEALC is pleased to report on additional professional development opportunities offered to instructors since March 2021 and that will continue into the future.

Materials Development Proposals – This offers instructors funding to work in small groups to develop curricular materials using pedagogical approaches on which they have recently training. This initiative encourages the collaboration that the Luce Foundation has recommended for field with limited

number of faculty. The materials developed (as with all SEALC developed materials) will be publicly accessible under a Creative Commons license that allows for distribution and adaptation with credit to authors and SEALC ([click here](#) for more information on this license). In May of 2021, SEALC funded two proposals: one for *Vietnamese Oral Proficiency Lessons* (Chung Nguyen – Columbia University, ThuyAnh Nguyen – University of Michigan, Hanh Nguyen – University of Pennsylvania), and the other for *Vietnamese Task-Based Lessons* (Jayson Parba, Hoa Le, and Huy Phung from University of Hawai'i - Manoa). SEALC anticipates that the revised materials from these projects will be finalized and available for use by instructors nation-wide on the SEALC website in late Spring 2022.

In October of 2021, SEALC accepted a proposal for a *Vietnamese Advanced Textbook* project (Bich-Ngoc Turner – University of Washington, Hong Dinh – UW-Madison, and Hanh Nguyen – University of Pennsylvania). The estimated project completion date is July 2022.

For more information on eligibility and how to submit a proposal, click [here](#). Proposal submissions are reviewed twice annually, on May 15 and October 15, through May 2023.

ACTFL Convention Support – This SEALC initiative aims to support SE Asian language instructors planning to attend the ACTFL Convention, with priority given to those who have submitted proposals to present at the convention. In 2021, SEALC supported Thai instructor Kanjana Thepboriruk (Northern Illinois University) to virtually attend the ACTFL Convention. The tentative application deadline for the 2022 Convention is August 15, 2022. For more information, click [here](#).

Language organizational support:

SEALC met 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. [Click here](#) for a report on language groups' activities and goals, including contact information for each (representing Burmese, Indonesian, Filipino, Khmer, Thai, and Vietnamese).

SEALC was also pleased to announce at COTSEAL 2021 the appointment of two SEALC liaisons to the SEALC steering committee, beginning in August 2021: ThuyAnh Nguyen (University of Michigan) and Pittaya Paladroi-Shane (Ohio University). For a term of one year, the SEALC liaisons volunteer to inform and enrich discussions on, and planning for, SEALC activities. [Click here](#) to read more about our current SEALC liaisons.

SEALC held its first annual Feedback and Information Session for all SEA language instructors on January 19, 2022. The 10 instructors who attended represented 8 institutions of higher education, 5 of which were NRCs. SEALC committee members briefly presented on past and upcoming SEALC activities with time for Q+A. Instructors met in small groups and presented their feedback to SEALC.

Administrative activities:

SEALC continues to post finalized deliverables and professional development opportunities for instructors to the website. SEALC also circulates information on these aforementioned opportunities to our instructor list through MailChimp email campaigns and postings to the COTSEAL website. Sign up

for our instructor mailing list [here](#).

Future workshops

Year Four - AY 2022-23

3-day Reading proficiency lesson development workshop for 30 participants at UW-Madison and in Southeast Asia in Spring 2023.

Following the development of reading assessment tests, Barnard will lead this workshop to develop reading proficiency lessons. There will be an identical workshop offered for 25 participants at a TBD institution in Southeast Asia in Spring of 2023. SEALC anticipates that participants in these workshops will be primarily those who have completed the reading assessment workshop series of 2022. There will be a **2-day follow-up meeting in the Fall of 2023, hosted by UCLA**. At this meeting participants will showcase their lessons and teaching videos for the three proficiency levels (novice, intermediate and advanced).

Year Five - AY 2023-24

A 3-day workshop focusing on Listening proficiency assessment with 30 participants in Spring 2024, hosted by Arizona State University (ASU). There will be a 2-day follow-up meeting in the Spring or Fall of 2024 at Yale University where participants will showcase their listening proficiency tests.

Tentative activities for Year Six, dependent on NRC commitments and No-Cost Extension from Luce—**AY 2024-25**

SEALC Summative workshop and COTSEAL conference with 50 participants in Spring of 2025, hosted by Cornell University.