

Annual SEALC Stakeholders Report

Annual meeting was held at AAS conference, Boston Sheraton, Arnold Arboretum room (5th floor), March 16, 2023, 3:30-5 pm EDT. Zoom link was provided to stakeholders.

SEALC steering Committee members:

Agustini, U. Michigan, representative from COTSEAL
Erin Barnard, UW Madison, Pedagogy specialist
Abigail Cohn, Cornell U. Steering committee chair, GETSEA liaison
Michael McGovern, U. Michigan, NRC representative
Jayson Parba, U. Hawaii Manoa, lecturer liaison
Ellen Rafferty, UW Madison, SEALC project director
Bich-Ngoc Turner, U. Washington, lecturer liaison
Sara White, SEALC project manager
Juliana Wijaya, UCLA, founding member of SEALC
Mary Jo Wilson, UW Madison, fiscal specialist

SEALC mission

The *Southeast Asian Language Council* ([SEALC](#)) is in the middle of year four of a five-year award that is striving to professionalize the field of SE Asian language teaching by offering workshops for SE Asian language instructors and by developing curricular resources and national standards of assessment for SE Asian language programs. SEALC is also working to improve accessibility of language courses through collaboration with the National Resource Centers (NRCs), the Council of Teachers of Southeast Asian Languages (COTSEAL), Southeast Asian Summer Studies Institute (SEASSI), GETSEA, and the language-specific organizations: Burmese (ATOM), Filipino (CAF), Indonesian (COTI), Khmer (TKLA), Thai (CATI), and Vietnamese (GUAVA). We gratefully acknowledge support from the Henry Luce Foundation (2019-2024), the SE Asian NRCs, and stakeholder institutions. We are also grateful to the many institutions who have been able to fund travel expenses of their instructors to attend SEALC events and to those institutions that have hosted SEALC events.

Workshop procedures and objectives:

SEALC organizes annual professional development workshops led by national leaders in the field of foreign language pedagogy, followed small group projects allowing both US-based and SE Asia-based instructors to collaboratively develop teaching materials. We are able to accept approximately 30 workshop participants in each workshop and offer mentors to assist the small groups that work virtually

as they develop the deliverables (assessment tools and instructional materials). Each project concludes with a symposium-style workshop where the newly developed materials are presented and critiqued. Following this workshop, the deliverables are revised and submitted to SEALC for posting on its website. See resources at <https://sealc.wisc.edu/>, select the *For Educators* tab, and then choose the language desired.

Year 1 & 2 accomplishments will not be presented at the meeting.

Year 1 (AY 2019-20)

SEALC organized an in-person training workshop at UW Madison for **Oral Proficiency Assessment** led by ACTFL trainers; this was followed by the project to develop of oral proficiency guidelines/standards for Burmese, Filipino, Indonesian, Khmer, Thai, and Vietnamese. Guidelines and recorded interview samples, exemplifying the proficiency levels for each of the aforementioned languages are available on the SEALC website.

Year 2 (AY 2020-21)

SEALC offered two virtual, training workshops on the principles of **Heritage and Project-based Learning** that were led by Maria Carreira (Cal State Long Beach) in October 2020 and April 2021. These workshops were followed by small working groups that developed teaching modules for Filipino, Indonesian, Khmer, Thai, and Vietnamese. (See the SEALC website for these materials.) A virtual **publication workshop** led by Donna Brinton (UCLA) was offered in May 2021; this workshop explored the process and importance of publishing for the field of SE Asian language teaching.

Year 3 (AY 2021-22)

SEALC held an in-person **Reading Proficiency Assessment** workshop at NIU (March 3-6, 2022) led by Catherine Baumann & Ahmet Dursun (U. Chicago); and an identical workshop was held virtually for SE Asian colleagues (March 11-18, 2022). The NIU workshop had 29 participants, representing all 7 NRCs and an additional 8 institutions and included instructors of 7 languages (Burmese, Filipino, Hmong, Indonesian, Lao, Thai and Vietnamese). The virtual workshop for SE Asian colleagues had 25 participants from 15 institutions, representing 5 languages (Burmese, Filipino, Indonesian, Thai, and Vietnamese).

Following these workshops, the two groups of instructors (US-based and SEA-based) worked collaboratively for two months to develop the deliverables (reading tests at the intermediate and advanced levels). A total of forty-seven tests were created for Burmese, Filipino, Indonesian, Lao, Thai, and Vietnamese. (See table below.) At the follow-up symposium at UW Madison (June 6-8, 2022), the US-

based instructors gathered in person and the SE Asia-based instructors joined virtually to review and critique the assessment tests.

Reading Assessment Tests completed by July 1, 2022

	Intermediate	Advanced	Total
Burmese – 3 pairs	3	3	6
Filipino – 4 pairs	3	3	6
Hmong	1	-	1
Indonesian – 6 pairs	6	6	12
Lao – 1 pair	1	1	2
Thai – 6 pairs	6	6	12
Vietnamese – 4 pairs	4	4	8
Totals	24	23	47

Many of the 47 reading assessment tests were piloted at SEASSI 2022 as well as at UW Madison, ASU, U. Hawaii-Manoa, NUS, and Vietnam National University. The piloting process revealed a number of issues that necessitated revisions with respect to clarity of the prompts and instructions, choice of text level, choice of appropriate task type, revision of rubric to include all acceptable responses, and adjustment of text length. In response to the need for revisions, SEALC provided financial and administrative support for language teams who decided to complete this work of Phase 2 during Fall 2022.

After completing Phase 2, some instructors have commented that they plan to modify their curriculum. In particular, some language programs in SEASSI that had put a heavy emphasis on the development of the speaking skills and less on reading have decided to incorporate more reading proficiency lessons into the curriculum. These instructors are now eager to participate in the *Reading Materials Development* workshop in spring 2023. This is exactly the type of washback effect from the development of assessment tools that we had hoped to see. A revision of assessment tools often impacts the curriculum and the desire to develop additional materials.

In SEASSI 2023, we intend to continue implementing the reading proficiency assessments and to further refine them as necessary, while also starting to pilot the new reading lessons that will be produced following the workshops in March-April 2023. SEALC welcomes and encourages instructors to use the newly developed assessments in their respective institutions and to report back to SEALC and to their respective language organizations on successes and challenges encountered.

Note on pre-requisite workshop - In late January 2022, SEALC sponsored a pre-requisite training that was a pre-requisite for the Reading Assessment workshop. This was an asynchronous

ACTFL proficiency familiarization workshop for the 25 participants who lacked the necessary background in the pedagogical principles of proficiency teaching.

On-going activities

During AY 2021-22, **SEALC-GETSEA** made 11 **Language Tuition Support awards** and facilitated one exchange, allowing 12 students to continue studying a SE Asian language during the academic year at an institution other than their home institution. In AY 2022-23 SEALC GETSEA made 4 of these awards. These awards provided tuition support enabling the student to take a synchronous, distance language courses at an affordable rate and encouraged institutions to collaborate and offer opportunities to non-degree students at an affordable rate. To increase accessibility of summer language courses, SEALC awarded four \$2000 **SEASSI fellowships** in summer of 2022 and plans to offer 5 awards of \$2500. for SEASSI 2023.

SEALC has been working to support and develop the teaching of Lao in the US and develop a new generation of Lao teachers. These efforts resulted in NIU receiving a Lao FLTA in AY 2022-23 and with SEALC support intermediate Lao was offered in AY 2022-23 with the joint efforts of the FLAT and senior instructor, Samlong Inthaly. UW Madison has applied for a Lao FLTA at for AY 2023-24.

SEALC has established a **Virtual Language Institute** that lists institutions offering synchronous language courses that are open to non-degree students. Currently the following institutions are listed: Northern Illinois U., U. Hawaii-Manoa, U. Washington, U. Wisconsin-Madison. Further information can be found at <https://sealc.wisc.edu/sealc-getsea-virtual-language-institute/>

SEALC-GETSEA have established national, **Language Tables** that are open to any student wishing to join in discussion group using a SE Asian language.

Year 4 (AY 2022-23)

SEALC is sponsoring an in-person **Development of Reading Materials** workshop at Chulalongkorn U. (March 9-11, 2023) led by Stephen Tschudi, (U. Hawaii). The SE Asian participants are from 9 institutions and represent 4 SE Asian languages (Filipino, Indonesian, Thai and Vietnamese). An identical in-person workshop will be held at UW-Madison (April 13-15, 2023) with 28 instructors, representing 8 languages (Burmese, Filipino, Hmong, Khmer, Indonesian, Lao, Thai, & Vietnamese) and 15 institutions: (ASU, UCLA, UCSD, Columbia, Clarkson, Cornell, Hawaii, U., Johns Hopkins, U. Michigan, National U. Laos, NIU, Ohio U. U. Wisconsin-Madison). The follow-up symposium will be hosted by UCLA, September 22-23, 2023; at this event the reading lessons will be presented and critiqued. Following this meeting, the reading lessons will be revised and posted on the SEALC website.

Note on pre-requisite workshop - In early February 2023, SEALC sponsored an asynchronous ACTFL proficiency familiarization workshop for 24 participants who lacked adequate understanding of the pedagogical principles of proficiency teaching as preparation for the spring 2023 workshops.

Year 5 (AY 2023-24)

SEALC plans to sponsor a training workshop in collaboration with Arizona State U. in the spring of 2024, focusing on the **Assessment of Listening Proficiency** led by Catherine Baumann and Ahmed Dursun (U. Chicago). This will be followed by a few months of small working groups to develop listening tests at the intermediate and advanced levels. A follow-up symposium is planned at Yale U. in the summer of 2024.

Year 6 (AY 2024-25)

SEALC hopes to hold a **summative conference** at Cornell U. in the fall of 2024 that would include a keynote address, assessment of achievements and challenges given by the language specific organizations and by national organizations such as COTSEAL, SEASSI, and NRCs. We hope to conclude this conference with discussions on how to collaboratively maintain and build on the achievements of the SEA language instructors who have worked over the past 5 years to move the field of SE Asian language teaching forward with support from the Luce Foundation and the NRCs.

Comments from a SEALC Evaluation

Nelleke Van Deusen-Scholl, director of the Center for Language Study at Yale U. submitted the first of two evaluations on the SEALC grant activities. In addition to encouraging comments on SEALC achievements, there were suggestions:

- Sponsor a symposium on how the SEALC training has affected classroom materials, activities, and assessments.
- Engage in advocacy and leadership at the national and institutional level.
- SE Asian language teaching is at a generational shift, there is a need to develop junior level instructors.
- Encourage instructors to participate in professional activities: conferences, publications (ACTFL, NCOLCTL). Mentor younger colleagues.
- Increase interaction/work with SE Asian colleagues.
- Continue to offer scaffolded professional development opportunities in the post grant period.

Discussion of ideas for collaboratively supporting of the field of SE Asian language teaching in the post-Luce Foundation award period.

- a. The NRCS (all or some) might collaborate on the Title VI proposal to allocate funds for a few professional development events over the grant cycle. One institution will have to take the responsibility to organize/coordinate the event and be responsible for achieving the goals of the event.
- b. Stakeholders and/or NRCs could work with COTSEAL and/or SEASSI to host a conference or a professional development training opportunity or a materials development project.
- c. A consortium of institutions might be formed to seek funding to support instructors who seek funding to attend professional development opportunities.
- d. Other ideas.