



NATIONAL FOREIGN  
LANGUAGE CENTER



UNIVERSITY OF  
MARYLAND

Welcome

Interagency Language Roundtable  
Monthly Meeting  
March 16, 2012

# Overview

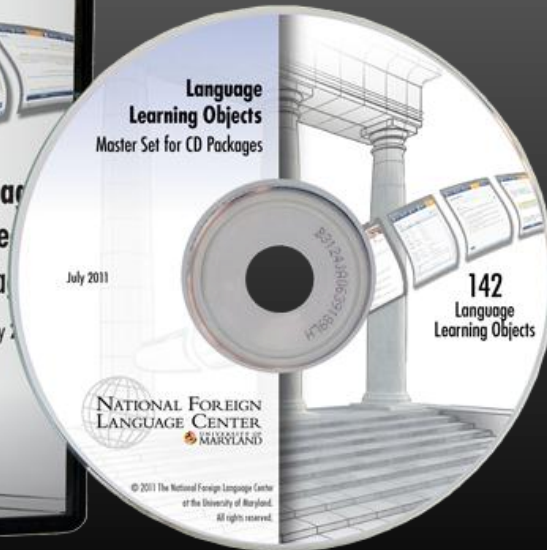
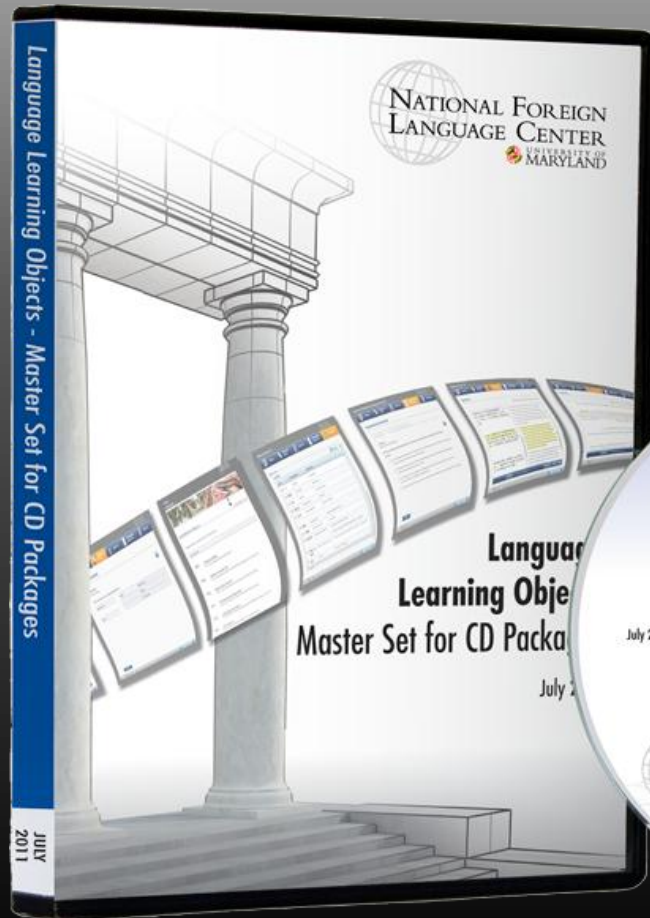
1. NFLC Organization & Staff
2. Language Maintenance
3. Language Assessment
4. The Integration of Language & Culture
5. Course Development (Language & Non-Language)
6. Mobile Development
7. K-12 Language Education
8. Higher Education

# Our Organization

- Second Language Acquisition
- Instructional Systems Design
- Art & Media Production
- Interactive Media Technologies
- Web Applications Development
- Project Management
- Quality Assurance



# Language Maintenance



# Tour of a LO: Iraqi Arabic - Prospects for Democracy

- Overview
- Preparatory Activity
- Source Text
  - Transcript (if listening)
  - Translation
  - Narration (if reading)
- Comprehension Check
- Resources
- Notes
- Glossary

View Sample

The screenshot shows a web interface for a Learning Object (LO). At the top, there is a navigation bar with tabs: OVERVIEW (selected), PREPARATORY ACTIVITY, SOURCE TEXT, COMPREHENSION CHECK ACTIVITY, and RESOURCES. The main content area is titled 'Overview' and contains the following information:

- Title:** School Nutrition Programs
- Description:** This is a 2010 radio interview with a ministry of education official in Cote d'Ivoire about the role of school nutrition programs.
- Speaker(s):** Koffi Benson and Odette Lago Daleba
- Program:** L'Invité de la rédaction
- Publisher:** Onuci FM
- Publication Date:** July 6, 2010
- Source Text Type:** Radio Program
- URL:** [http://www.onuci.org/onucifm/rubrique.php?7id\\_rubrique=8&debut\\_page=20#pagination\\_page](http://www.onuci.org/onucifm/rubrique.php?7id_rubrique=8&debut_page=20#pagination_page)
- Language:** French, African
- ILR Level:** 2+/3
- Topic:** Culture/Society
- Cultural Notes:** Yes
- Modality:** Listening
- Core Competency:** Comprehension
- Estimated Duration:** 45 minutes

At the bottom of the interface, there are navigation buttons: PREVIOUS, NEXT, and a search icon. The NFLC Certified logo is visible in the top right corner.

We have produced 9,650 LOs in 65 languages.

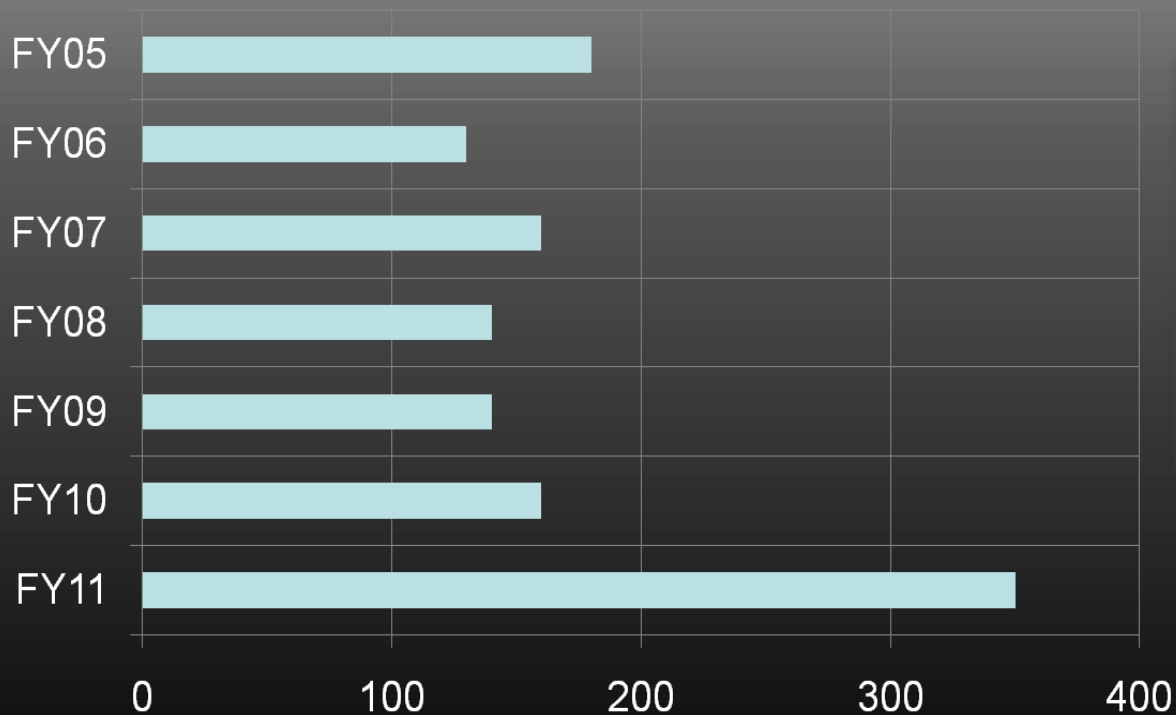
Afan Oromo	Brahui	Gujarati	Pashto, Afghani	Thai
Amharic	Burmese	Haitian Creole	Pashto, Pakistani	Tigrinya
Arabic, Egyptian	Chechen	Hausa	Persian Farsi	Turkish
Arabic, Hassiniyya	Chavacano	Hebrew	Portuguese, Brazilian	Turkmen
Arabic, Iraqi	Chinese, Mandarin (Simp.)	Hindi	Pothohari	Urdu
Arabic, Levantine	Chinese, Mandarin (Trad.)	Hinkdo	Russian	Uzbek
Arabic, Moroccan	Chinese, Min	Igbo	Serbian	West Punjabi
Arabic, Modern Standard	Chinese, Wu	Italian	Sindhi	Wolof
Arabic, Syrian	Danish	Japanese	Siraiki	Yoruba
Arabic, Sudanese	Dari	Kashmiri	Shona	
Balochi	Fijian	Kirundi/ Kinyarwanda	Somali	
Bambara	French, African	Korean, North	Spanish	
Bengali	French, European	Korean, South	Swahili	
Bosnian	Greek	Kurdish, Sorani	Tagalog	



# Language Assessment



# Assessment Objects



The NFLC has produced 1260 AOs in the past 7 years.



*We have produced AOs in 34 languages.*

Albanian	Chinese	Japanese	Serbian
Arabic, Egyptian	Dari	Korean, South	Spanish
Arabic, Iraqi	French, African	Kurdish, Kurmanji	Tagalog
Arabic, Levantine	French, Parisian	Kurdish, Sorani	Tausug
Arabic, Modern Standard	German	Malay	Turkish
Azerbaijani	Greek	Pashto	Uighur
Bulgarian	Hebrew	Persian Farsi	Urdu
Cebuano	Hindi	Portuguese, Brazilian	
Chavacano	Indonesian	Russian	

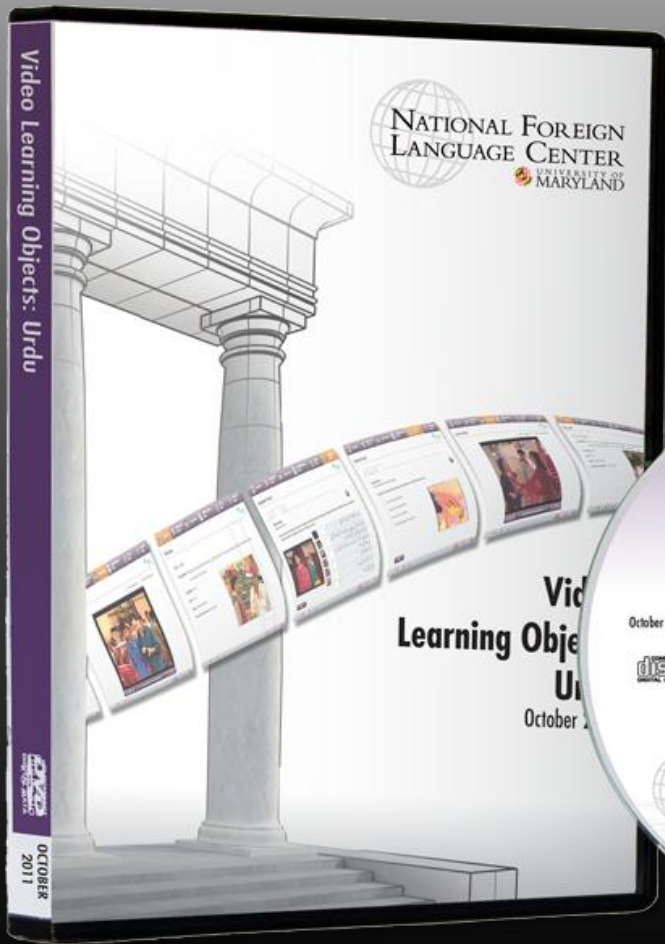
# Delaware World Language Assessment

- Working with the state on their “Race to the Top” initiative.
- Have created six 10-item reading-comprehension tests in each of eight languages:

ASL	German
Arabic	Italian
Chinese	Japanese
French	Spanish

- Have created rubrics for their speaking and writing assessments
- Helping design professional development workshops for their middle and high school WL teachers

# The Integration of Language & Culture



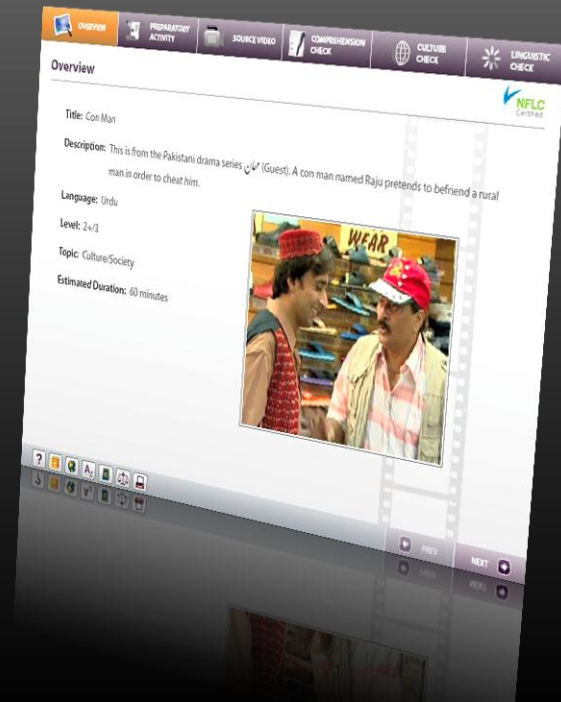
# Video Learning Objects

139 VLOs (via SCOLA):

- Arabic (Egyptian)
- Arabic (Yemeni)
- Balochi
- Dari
- Korean
- Pashto
- Persian Farsi
- Russian
- Turkish
- Urdu

30 VLOs (via JLU):

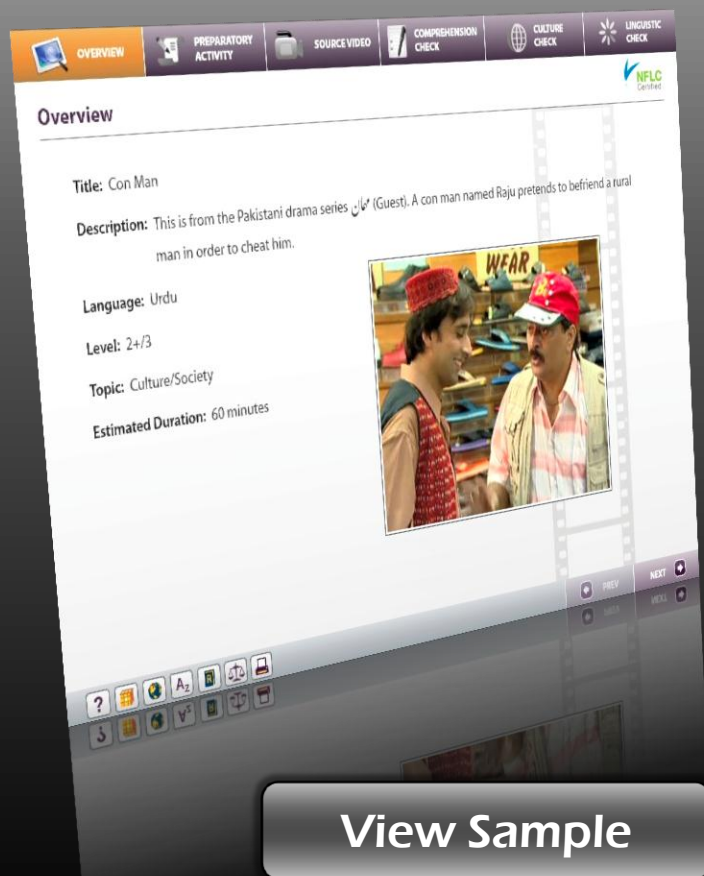
- Urdu



# Tour of a VLO

Includes:

- Overview
- Preparatory activity
- Source video with transcript, translation, and closed-captions
- Comprehension, culture, and linguistic checks
- Support tools (glossary, references, background notes)

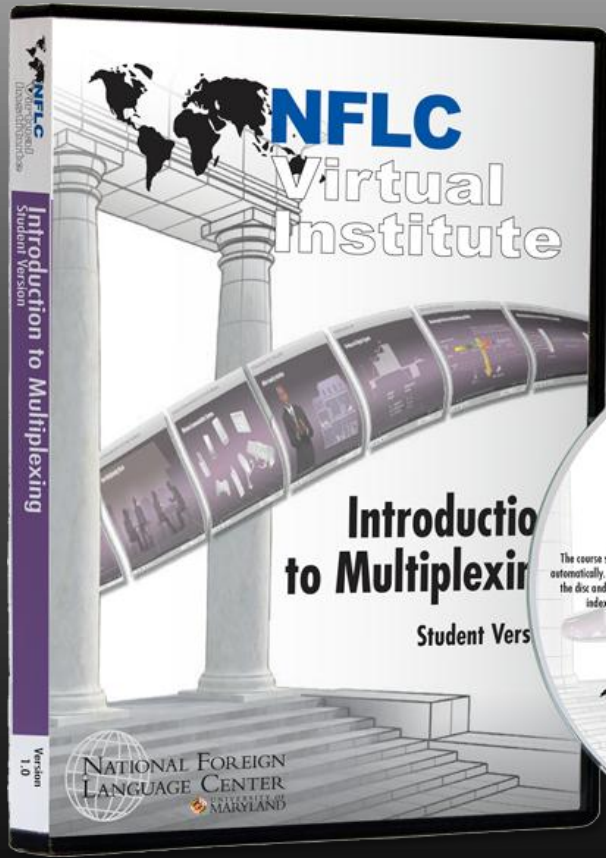


The screenshot displays a web interface for a Video Language Object (VLO). At the top, there is a navigation bar with tabs for OVERVIEW, PREPARATORY ACTIVITY, SOURCE VIDEO, COMPREHENSION CHECK, CULTURE CHECK, and LINGUISTIC CHECK. The main content area is titled 'Overview' and contains the following information:

- Title:** Con Man
- Description:** This is from the Pakistani drama series **جان (Guest)**. A con man named Raju pretends to befriend a rural man in order to cheat him.
- Language:** Urdu
- Level:** 2+/3
- Topic:** Culture/Society
- Estimated Duration:** 60 minutes

A small video thumbnail shows two men in a shop. One man is wearing a red cap and a striped shirt, while the other is wearing a red cap and a red vest. The word 'WEAR' is visible on a sign in the background. Below the thumbnail are navigation buttons for PREVIOUS, NEXT, and SEARCH. At the bottom of the interface, there is a 'View Sample' button.

# Course Development



# Language Job Aids & Courses

- Passage Rating
- Recognizing Dialects: Arabic
- Fundamentals of Translation: Korean
- Fundamentals of Translation: Chinese
- Thematic Units: Korean (North-South Relations)
- Thematic Units: Chinese (Cyber-Security)



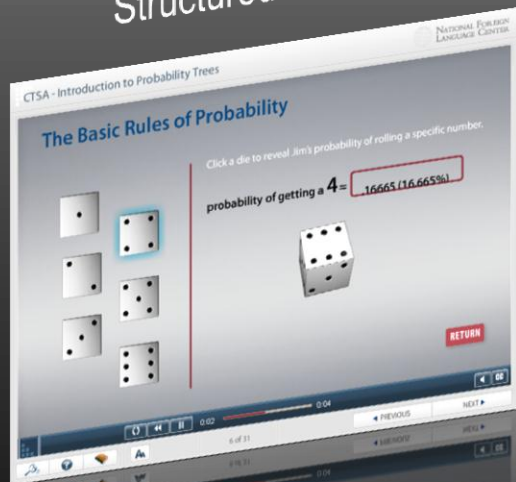
# Non-Language Courses

- Intelligence Analysis Net (IANet)
- Signals Analysis (SANet)



# Intelligence Analysis Courses

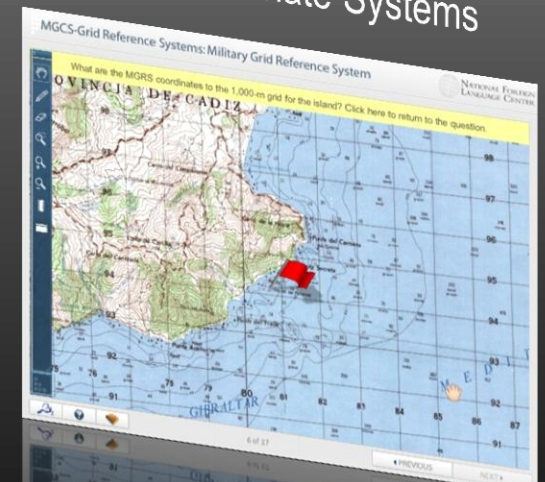
Critical Thinking  
Structured Analysis



Structured Analysis of  
Competing Hypotheses



Maps and  
Geo-Coordinate Systems



View Sample

# Signals Technology Courses

## Introduction to Modulation

Multiplexing Methods: TDM

### Time Division Multiplexing (TDM)

TDM is a method in which a communication channel is shared by allowing each signal to have control of the entire communication channel for a brief period, after which control of the entire channel passes to another signal.

Legend: Rodrigo (red), Brooke (yellow), Greg (black), Sun-Lee (orange)

00:12 / 00:33

ACRO

PREVIOUS NEXT

UNMIXED

## Introduction to Multiplexing

Pulse Modulation

### Sampling

Information Signal with Sample Values Extracted

1 of 26

PREVIOUS NEXT

UNMIXED

## Introduction to Global Networks

Fundamentals of Global Networks

### Satellite Networks

HEO Satellite Networks

- Orbit the earth in an elliptical path
- Provide a wider view of the earth
- Require fewer satellites than most other networks

00:13 / 00:33

ACRO

PREVIOUS NEXT

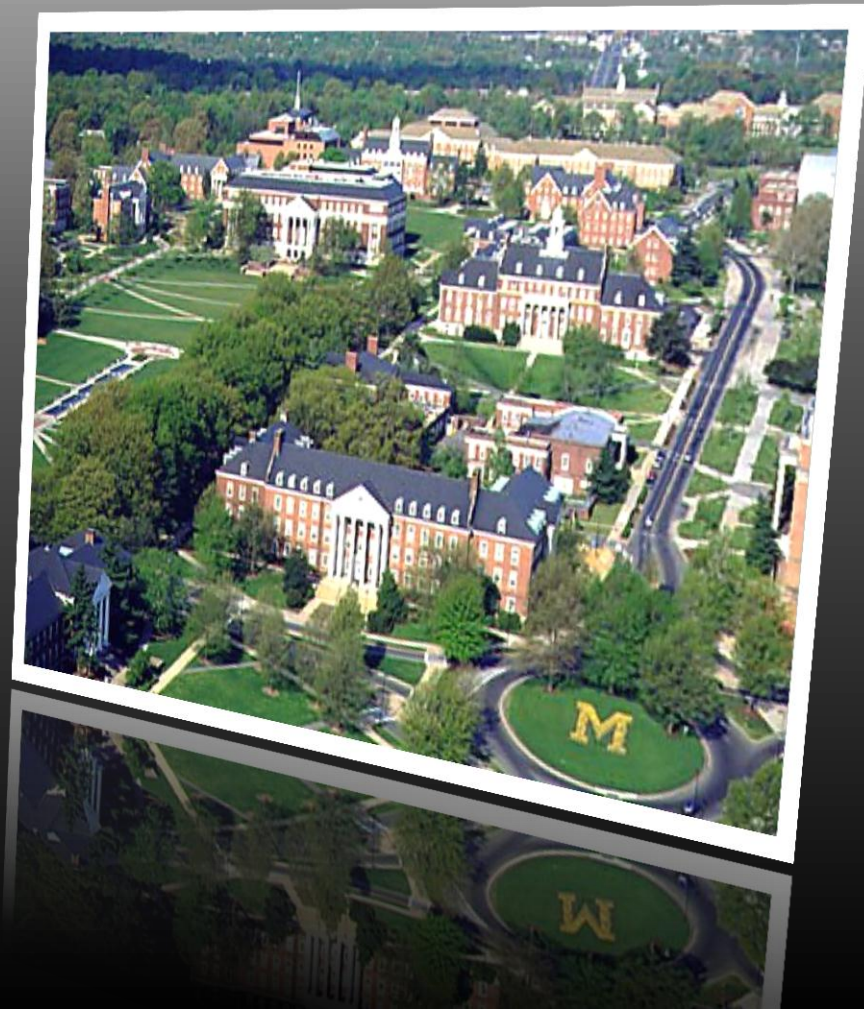
UNMIXED

View Sample

# Mobile Development

- Device & OS agnostic
- Working on making AOs, LOs, and VLOs available on mobile devices
- Beginning digital conversion and enhancement of textbooks to maximize interactivity on devices like iPads (e.g., bilingual readers for children, WL textbooks)

# Higher Education

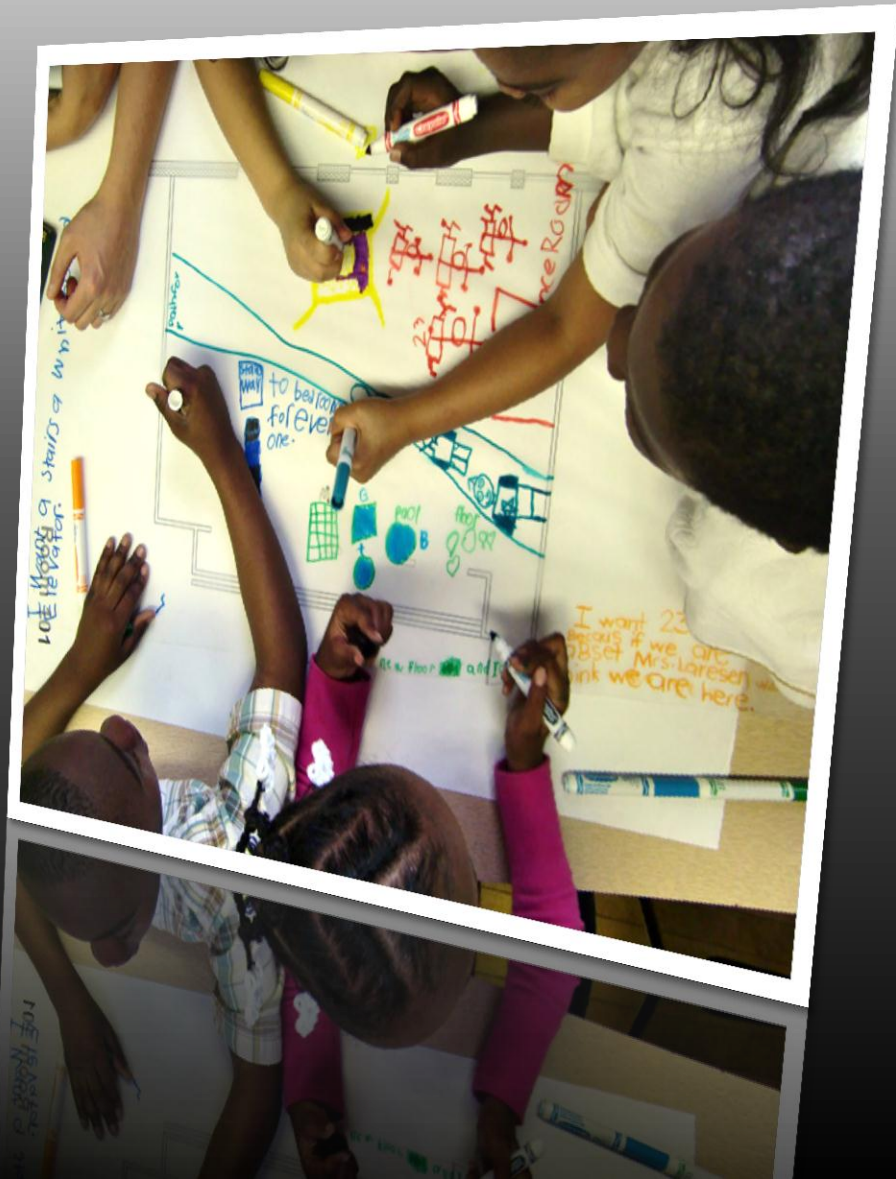




# Translation & Interpretation Program

- Proposal to create a Professional Studies Program in Translation & Interpretation at the University of Maryland
- Graduate Certificates and MA degrees to be awarded
- Two Tracks: Chinese & Multilingual
- Approved by the Department of Communication & School of Arts & Humanities
- Awaiting final approval by the University

# K-12 Foreign Language Education





# Read Chinese! & Read Arabic!

Produced over 200 online reading comprehension modules for Modern Standard Arabic and Mandarin Chinese at ILR Levels 0+ to 2

Developed using LangNet templates, the learning modules are especially designed for American Secondary School Learners (8<sup>th</sup>-12<sup>th</sup> grades), although the actual users include heritage learners and self-learners worldwide.

Development process was directed by teams at the NFLC in collaboration with senior experts in the field, including Profs. Michael Everson and Cyndy Ning for Chinese and Drs. Jerry Lampe and Mohammad Taha for Arabic. The NFLC teams have included senior graduate students in SLA and Language Education.

Available to the public at NFLC websites. No cost and no registration!

# Design of the Reading Units

- Texts in target language are on topics of interest to high school learners

Sports

Daily life

Literature

History & Biography

Culture

Social media

Popular culture

Travel

- Texts are translated into English and recorded for listening
- Glossary is provided of critical words from texts with examples of the words in use
- Notes in English about the social and cultural context of the text and the language of the text
- Repeatable activities to help build reading skills and check comprehension of texts. Specific feedback is provided for each response.
- Each module includes an anonymous questionnaire for users to complete.

**READ CHINESE! 閱讀中文!**

**Welcome to Read Chinese!**

Funded by the U.S. Department of Education, these *Read Chinese!* materials were developed to provide online e-learning reading lessons aimed at beginning and intermediate students of the language.

The materials respond to a rapidly growing interest in Chinese language study among American secondary school students. Using a variety of topics selected to interest high school students, the materials also reflect the national standards established for Chinese by the American Council on the Teaching of Foreign Languages, as well as the latest principles in online instructional design. The materials may be easily used by individual learners studying on their own or by teachers assigning them for individual or group study.

Each lesson is available in both the Simplified characters used now in the People's Republic of China and in the Traditional "Full-Form" characters that are still used in Taiwan, in Singapore, and many overseas Chinese communities.

To get started you should:

- Check that your computer meets the [system requirements](#) for our software.
- Directly access novice, intermediate and cultural materials in Simplified Chinese characters.
- Directly access novice, intermediate and cultural materials in Traditional (Full Form) Chinese characters.

**Home**  
**Guide for Learners**  
 Traditional Form  
 • [Novice \(60\)](#)  
 • [Intermediate \(69\)](#)  
 • [Cultural \(11\)](#)  
 Simplified Form  
 • [Novice \(60\)](#)  
 • [Intermediate \(69\)](#)  
 • [Cultural \(11\)](#)  
**Credits**  
**System Requirements**  
**Downloads**

<http://readchinese.nflc.org>

**READ ARABIC! اقرأ العربية**

**Welcome to Read Arabic!**

Funded by the US Department of Education, the materials of *Read Arabic!* were developed to provide online e-learning reading lessons aimed at beginning and intermediate students of the language.

The materials respond to a rapidly growing interest in Arabic language study among American secondary school students. Using a variety of topics selected to interest high school students, the materials reflect the national standards established for Arabic under the sponsorship of the American Council on the Teaching of Foreign Languages as well as the latest principles in online instructional design. The materials may be easily used by individual learners studying on their own or by teachers assigning them for individual or group study.

The lessons provide reading practice in **Modern Standard Arabic**, the written language of education, the media, and official documents across the Arabic-speaking world.

To get started, you should do the following:

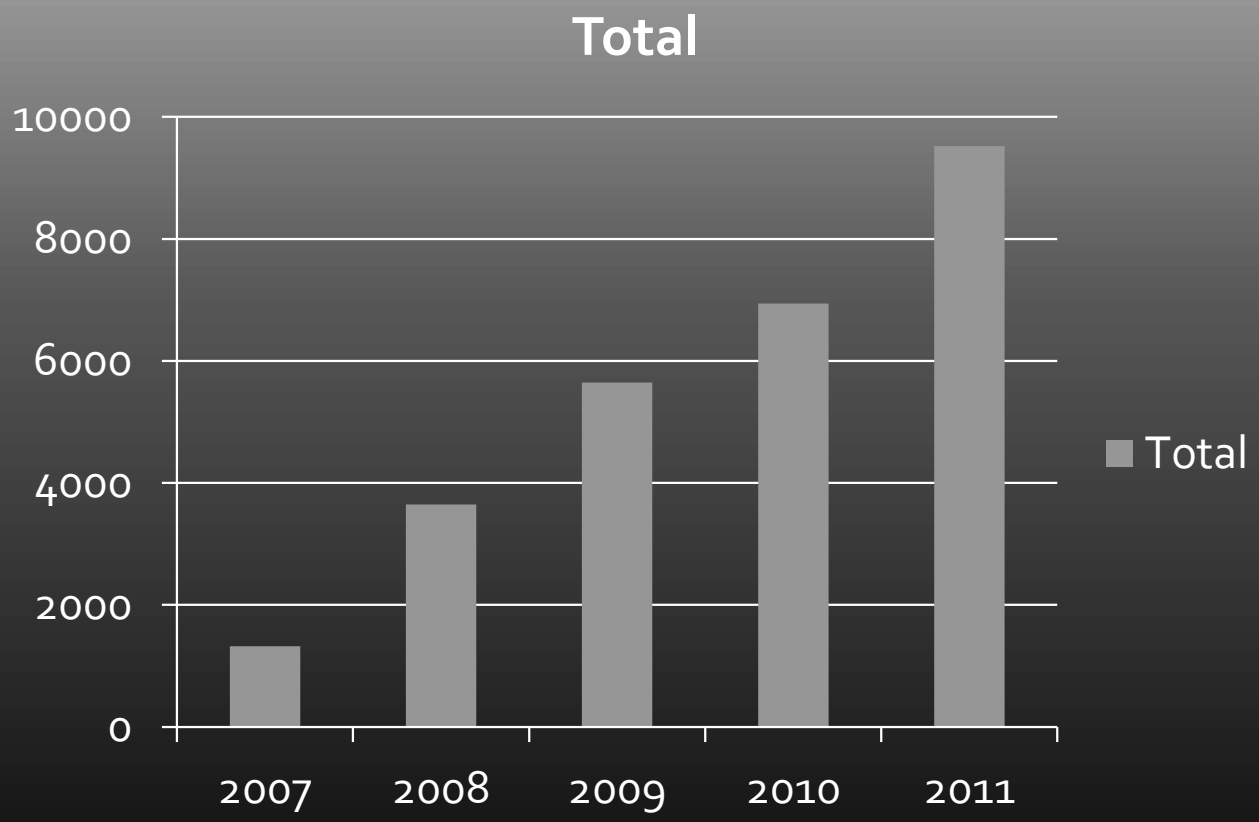
- Check that your computer meets the [system requirements](#) for our software.
- Click on the links for Novice, Intermediate, or Cultural modules in the left-hand column, depending on how fluent you believe your reading is. If you are a beginner learning to read Arabic, please begin in the Novice category and select modules with the "Basic Language titles."
- Select a module topic within the level that interests you.

**Home**  
**Guide for Learners**  
 MSA Lessons  
 • [Novice \(17\)](#)  
 • [Intermediate \(29\)](#)  
 • [Cultural \(2\)](#)  
**Credits**  
**System Requirements**

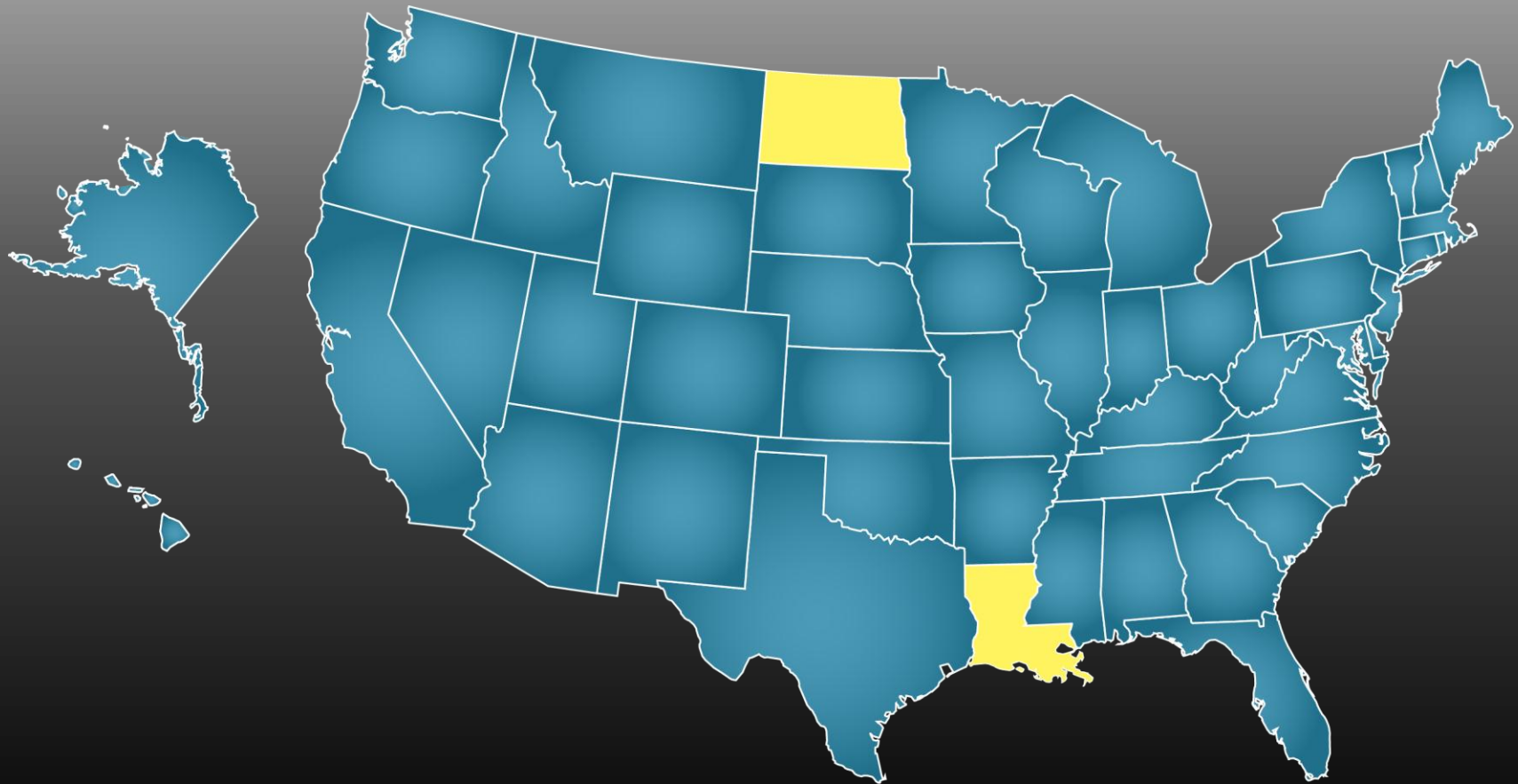
<http://readarabic.nflc.org>

STARTALK   
*Start Talking!*

# Total Enrollments: 2007-2011

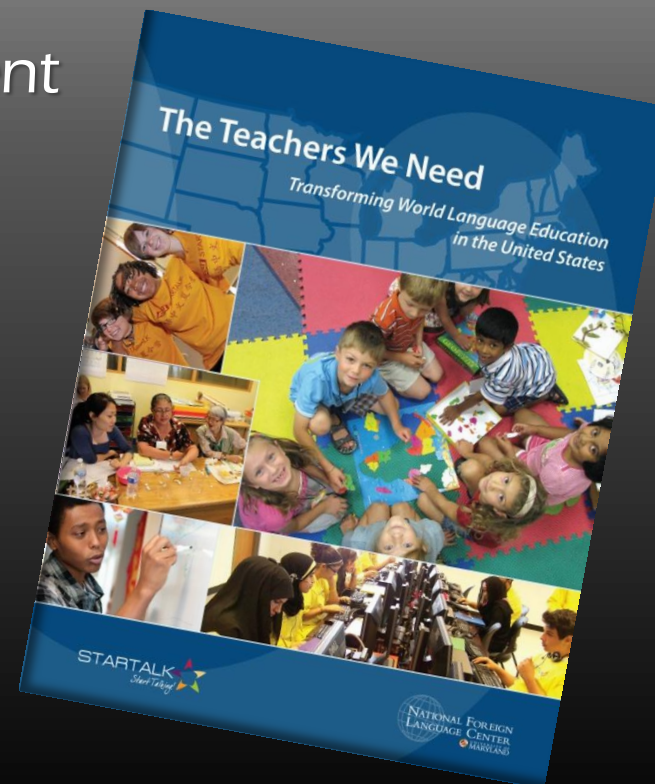


# 2012 Distribution of Programs



# STARTALK Resources

- Materials Collection
  - Resources for Teacher Development
  - Planning tools for teachers
- White Paper on World Language Teacher Certification
  - National Summit on Certification
- Teacher Training Videos





# Steps toward a Pipeline

- Capacity
- Infrastructure
- Participants
  - Teachers
  - Students



# Impact

STARTALK

*Start Talking!*



<http://startalk.umd.edu>



# NATIONAL FOREIGN LANGUAGE CENTER



UNIVERSITY OF  
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# Thank you

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