



WELCOME FROM THE DIRECTOR

HONG LI, 2017-2020



As I complete my first three-year (2014-2017) appointment as the Director of the Emory College Language Center (ECLC), I'd like to begin by saying how privileged I feel to have had the opportunity to serve the Emory community in this capacity and get to know many language faculty who have enthusiastically supported the ECLC and myself. I want to thank all language faculty who have encouraged me, shared ideas, and attended events organized by the ECLC. I also want to thank the ECLC Executive Committee for their advice and advocacy regarding issues concerning language teaching and learning. I am grateful to Sarah Shortt, who helped me and supported the ECLC every step of way.

Based on the many initiatives under the leadership of Dr. Hiram Maxim (ECLC Director, 2011-2014), the ECLC

aimed to support and promote language studies at Emory through numerous new programs. Over the past three years, the ECLC promoted all language programs to current and incoming students through faculty and student-produced videos, and enhanced student learning of languages by offering career-advising workshops, completing self-learning websites for all languages, exhibiting student photos of linguistic landscapes, and supporting student organizations and cultural events. The ECLC has also been a strong advocate for innovative language instruction and professional development for language faculty. The new Teaching Tips and Tactics program, along with numerous lectures and workshops offered by the ECLC, have been successful in connecting language faculty and encouraging the exchange of ideas. In addition, the ECLC collaborated with non-language departments/units on campus, such as the Career Center, the PACE Program, and the Confucius Institute at Emory, to advocate for the important role languages play in a liberal arts education.

As I begin my next three-year term (2017-2020) as the Director of the ECLC, I look forward to having more conversations with language faculty about new ways to encourage excellence in language teaching as well as prepare our students by helping them to build a foreign language capacity that meets the demands of the 21st century. I welcome thoughts and suggestions from all faculty and students and look forward to contributing to the continued success of the ECLC.

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Please send all inquiries to:
 Emory College Language Center

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 421A Woodruff Library
 Atlanta, GA 30322
 Phone: 404.727.8319

languagecenter.emory.edu

Overview of 2015-16 and 2016-17

ECLC Programing



Peter Ecke
 University of Arizona

The 2015-2016 and 2016-2017 academic years have been a busy and exciting time for the ECLC. The ECLC continued to offer lectures and workshops on a wide variety of pedagogical techniques to encourage innovation in language instruction and to enhance student language learning. Several prominent scholars in language pedagogy and linguistics were invited to give lectures, including Dr. Peter Ecke from the University of Arizona, Dr. Yukiko Watanabe from the University of California, Berkeley, Dr. Paula Garrett-Rucks from Georgia State University, Dr. David Malinowski from Yale University, and Dr. Carl Blyth of the University of Texas, Austin. Several workshops were conducted, providing faculty with hands-on experiences in developing new approaches in language teaching. The workshop topics included Pre-text pedagogy, using images to teach intercultural competence, enhancing and assessing intercultural learning, VoiceThread in the classroom, teaching languages and cultures online, and mapping Atlanta's linguistic landscape.



Paula Garrett-Rucks
 Georgia State
 University

Meanwhile, the ECLC has initiated several new programs to enhance its support for excellence in language teaching and learning.

1. Assessment of GER HAL courses

The ECLC developed Student Learning Outcomes (SLOs) for HAL courses in the fall of 2014. Subsequently, the ECLC initiated a pilot assessment project that aimed to assess GER HAL courses in seven languages in spring and fall of 2015. Specifically, students enrolled in 200 level courses in Arabic, Chinese, French, Hindi, Japanese, Latin, and Spanish were assessed on their ability to "*comprehend, analyze, and interpret texts that reflect upon human experience, the human condition, or artistic form*", the first of four SLOs using direct and indirect assessment measures and rubrics developed by the ECLC and language programs. 71 students participated in the assessment.

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2. Workshops for New Language Instructors



To help new language studies faculty and graduate students transition into their teaching roles at Emory, the ECLC organized a workshop at the beginning of each academic year for all new faculty and graduate teaching assistants in language studies departments. In the workshop, they were introduced to resources for language teaching at Emory and beyond. They were also engaged in discussions about how to be reflective teachers through teaching journals, peer observations, and action research. The workshop proved to be an effective way to integrate new faculty into the language community at Emory. Many attendees returned for workshops and lectures organized by the ECLC throughout the academic year.

3. Career Workshops for Students of Languages

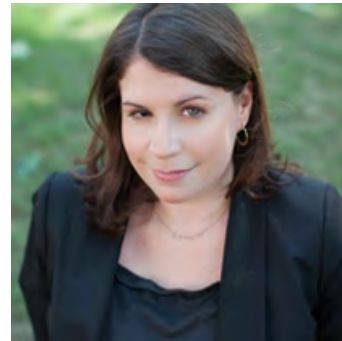


In the fall of 2015 and 2016, the ECLC collaborated with the Career Center to offer a series of career workshops for students in the language studies programs. The workshops aimed to encourage students to continue their language studies at Emory beyond the one-year language requirement and incorporate languages into their future career goals. In the workshops students learned how to identify and clarify their career goals, how to rate and

represent their language skills on resumes and job applications, and how to find resources for jobs and internships that utilize language skills. These sessions were facilitated by Don Cornwell, Director of the Career Center.

4. Lectures by Faculty in Social Sciences and other Disciplines

The ECLC made a conscious effort to connect with “friends of languages” in other academic disciplines to advocate for the value of linguistic and cultural competencies. Non-language faculty were invited by the ECLC to share their experiences with teaching and research using their proficiencies in foreign languages and to articulate their views on the importance of language and cultural competencies in their academic careers. These lectures attracted students and faculty alike. Below is a list of lectures by non-language faculty since 2015.



- Tones, Tonemes, and Finding the Perfect Flow: Language Aesthetics in Sinophone Hip-Hop from Taiwan
Meredith Schweig (Music)



- What's in an Emblem: Polyglot Cultures of Learning in Early Modern Europe
Walter S. Melion (Art History)

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- Grounded: Place and Time in Political Science, Thomas Remington (Political Science)
- Is Honesty a New Conditional Mood? A Workshop on Cheating in Language Courses, Jason Ciejka (OUE)

5. Websites of Resources for Self-learning of Languages

To support the independent and supplemental study of languages for our students, the ECLC developed webpages with self-learning resources for all 17 curricular languages. The resources included apps, online dictionaries, multimedia materials, exercises for speaking, reading, and writing, etc. Between October

2015 and May 2017 there have been approximately 7,730 views from more than 10 countries.

To view the self-learning resources, please visit <http://languagecenter.emory.edu/home/self-learning/index.html>

6. The Language and Culture Testing Grant

To facilitate assessment efforts in language programs, the ECLC created a new grant – the Language and Culture Testing Grant. This grant provides funding to language departments/programs that intend to use a proficiency test to measure student learning at critical points of the curriculum or as an exit assessment for majors. Standardized outside tests should be utilized to assess student language proficiency. The first grant will be awarded in the fall of 2017.

Linguistic Landscape Photo Exhibit



Linguistic landscape refers to the visual representation of language and languages that appear in public contexts within the larger symbolic landscape of a given territory, region or urban concentration. Such language can be found on public road signs, advertising, billboards, street signs, place names, commercial shop signs, public signs on government buildings, and graffiti. In recent years, researchers have begun to study these manifestations of language in order to understand how they reflect and contribute to discourses about language, politics and identity in the societies where they appear. The study of linguistic landscape has also been found to be valuable for students, particularly those who study abroad, as yet another way of understanding and “reading” the local cultures with which they enter into contact.

In the summer of 2015, students who participated in Emory study abroad programs in China, Korea, Spain, and Austria conducted research projects on the linguistic landscapes of these study abroad locations. As language investigators, students collected and analyzed publicly displayed languages in those countries. This exhibit features photographs of language representations taken by the students.

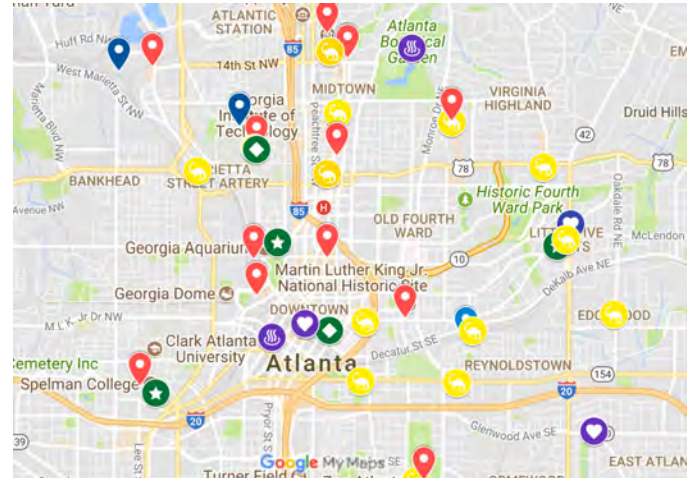
Images from the Linguistic Landscape Photo Exhibit can be viewed here, <http://languagecenter.emory.edu/home/news-events/linguistic-landscape.html>

Research in the Linguistic Landscape



Hiram Maxim
Chair, German Studies

For the past couple of years there has been growing interest among Emory language studies faculty in the pedagogical possibilities of having their students conduct language-based research in the linguistic landscape. A relatively new field at the intersection of sociolinguistics and language policy, the linguistic landscape refers to the use of language in the public sphere. Initially focused on the language found on signs, billboards, shop windows, and graffiti, the linguistic landscape has been expanded in recent years to include not just visual texts but also audio, olfactory, sensory, and ephemeral texts found in public spaces (e.g., clothing, tattoos, music). The study of linguistic landscape is a great way to expand the understanding of language studies to include the socio-cultural component of language use and help language studies faculty see the relevance of ethnographic methodologies for language teaching and learning. Multiple speakers were invited by the ECLC to lecture on this topic in the past two years. Dr. Elana Shohamy (Professor of Language Education, Tel Aviv University) conducted a workshop entitled “Linguistic Landscape for Research and Pedagogy: Methods for Designing, Collecting and Analyzing Linguistic Landscape Data and Engaging Students in Language Learning.” Dr. Jennifer Leeman was invited to present her research on the use of Chinese writing in Washington DC’s newly gentrified Chinatown. These efforts generated great enthusiasm among



faculty for engaging students in the study of linguistic landscapes. In an effort to collaborate and share experiences, the ECLC worked with language studies faculty to curate an exhibit of student photography from linguistic landscape-related projects conducted during different summer study abroad programs in 2015. Then, this past year a working group of interested faculty started meeting to discuss more ways to incorporate linguistic landscape projects in classes both in Atlanta and overseas. Buoyed in part by Dr. Dave Malinowski’s guest lecture in the fall semester of 2016 on language teaching in the linguistic landscape, faculty in ESL, Linguistics, and Chinese all conducted linguistic landscape projects with their students in the spring semester. In addition, a standing-room only crowd of faculty participated in a mapping workshop late in the fall semester to document the locations where different languages are seen, taught, spoken, and desired in the greater Atlanta area (for more visit <http://languagecenter.emory.edu/home/languages/atlantallmap.html>). Finally, at the last meeting of the working group this past year faculty shared their plans for engaging the linguistic landscape during summer study abroad. Students in Spain, France, Austria, and South Korea will all be exploring what the public use of language reveals about the role of languages and identities in their respective locations this summer.

The Conference on Teaching and Learning Second Languages as a Process of Discovery



On March 25, 2017, the Emory College Language Center (ECLC) and the Confucius Institute at Emory co-hosted the conference Teaching Second Languages as a Process of Discovery: Bridging Theories and Practice. The full-day conference featured a keynote speech by Dr. Carl Blyth, Associate Professor of French Linguistics and Director of the Center of Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin. Workshops on Pre-Text pedagogy and inductive grammar instruction were conducted in the morning. In the afternoon, multiple presentations were given by K-16 language educators, covering topics ranging from instructional technologies and L2 acquisition research. The conference attracted approximately 70 language educators from the Metro Atlanta area and provided valuable opportunities for exchanging ideas about the teaching of second languages.

"Welcome to Languages at Emory" playlist



In 2016-2017, the ECLC closely collaborated with the PACE program to discuss ways of conveying the importance of language and cultural studies to incoming freshmen and providing better guidance for language placement. We all agreed that students who excelled in their language studies at Emory are not only great resources and an inspiration to incoming freshmen, but also strong advocates for the centrality of

language and cultural studies in a liberal arts education. In spring 2017, the ECLC worked with faculty and students in 16 languages to produce videos featuring students discussing their experiences learning languages at Emory. The videos are now available on the ECLC Youtube channel, and the URLs are included in the Blue and Gold Pages for freshmen advising.

To access the videos, please visit the ECLC channel on Youtube at

<https://www.youtube.com/playlist?list=PLDSBylqXf9oFgsZFSt9EPxS-qPuGXP6vG>

Video Introductions to Language Study Programs



In order to further advocate to the Emory community for the need to understand other cultures and languages within the context of globalization, the ECLC worked with all language programs to produce introductory videos for curricula languages offered at Emory, including English and English as a second language. The videos are now featured on the ECLC Youtube

channel and on websites of language departments. As of July 2017, the videos have been viewed approximately 8240 times.

To access the videos, please visit the ECLC channel on Youtube at

<https://www.youtube.com/playlist?list=PLDSBylqXf9oFgsZFSt9EPxS-qPuGXP6vG>

Teaching Tips and Tactics



Initiated in the fall of 2015, Teaching Tips and Tactics is a series of roundtable discussions among interested faculty on a variety of pedagogical issues. It proves to be an effective way to bring together faculty from various languages to have conversations and share pedagogical ideas. Below is a list of topics and their facilitating faculty members.

- Developing Effective Rubrics, Ana Teixeira (Portuguese)
- Teaching Grammar in the Second Language Classroom, Jack Hardy (Linguistics)
- Take Some Tech, Pazit Kahlon Shelnutz (Hebrew)
- Promoting FL Learning as a Process of Discovery, Lilia Coropceanu (French)
- Teaching Grammar Outside the Classroom, Elliott McCarter (Hindi)
- Beyond the Basics: Maximizing the Potential of Instructional Technologies, Harumi Miyake (Japanese)
- Scaffolded Activities and Assignments in the Second-Language Classroom, Shan Mukhtar and Levine Arnsperger (ESL)
- My Italy: Teaching Culture and Language through Memory, Myths, and Lore, Judy Raggi Moore (Italian)
- Translation, Language and Culture in and out of the Classroom, Lisa Dillman (Spanish)
- Teaching Culture in a Post-Communicative Approach Era: New Possibilities and Perspectives, Daniel Augusto de Oliveira and Danilo Neves Pereira (Portuguese)

Faculty and Student Awards

One of the primary goals set forth in the Mission Statement of the Emory College Language Center is to recognize outstanding achievement of both language faculty and language students. Each Spring semester the ECLC presents the following awards: the Curriculum Development Fellowship, the Excellence in Language Teaching Award, and the Excellence in Language Studies Award.

ECLC Curriculum Development Fellowship

Ana Teixeira, Lecturer of Portuguese

ECLC Curriculum Development Fellowship Recipient for 2017



Professor Ana Teixeira is the Director of the Portuguese Program at Emory. In recent years, the Portuguese program has experienced ongoing and exciting growth. A new major in Spanish and Portuguese has been approved. Therefore there is an urgent need to thoughtfully and thoroughly examine its current courses and develop new curriculum. With the ECLC Curriculum Development Fellowship, Professor Teixeira will review and articulate the curriculum taught at beginner courses (PORT 101, 102 and 110) and devise a strategy to implement the necessary changes for the following semesters. She will also design new curriculum for PORT 201.

Tsepak Rigzin, Lecturer of Tibetan

ECLC Curriculum Development Fellowship Recipient for 2018



Tsepak Rigzin, Lecturer of Tibetan in the Department of Middle Eastern and South Asian Studies, will create a multi-media package for elementary courses of Tibetan. The project aims to develop spoken Tibetan skills at a faster pace for elementary level students. When completed, the package will consist of seven units, each including a short video clip and self-learning tools such as quizzes and activities; and it will provide a creative, engaging, and communicative learning environment for students of Tibetan. Additionally, the project will highlight features of traditional Tibetan culture to promote cross-cultural awareness and understanding.

ECLC Excellence in Language Teaching Award

The Excellence in Language Teaching Award recognizes one language faculty member who has a minimum of six years on the Emory College faculty, an outstanding teaching record, evidence of innovation in teaching and interest in continued professional development, evidence of appreciation by peers and students as a model teacher, involvement in language teaching at the various levels, extended service to her/his own language program (on-campus activities, study abroad) and to the Emory language community at large, and involvement with students both inside and outside the classroom.



Jonathan Master

Recipient of the 2017 Excellence in Language Teaching Award

Professor Jonathan Master received a Ph.D. from Princeton University in 2008 and has been teaching at Emory ever since. He has come to be loved and respected as one of the best teachers and mentors in the Department of Classics that prides itself on fostering undergraduate students. He has taught Latin at every level, from beginning to advanced, as well as several Classics in Translation courses, including Classical Mythology, The Romans, and Masterpieces of Classical Literature. Students praise him as enthusiastic, engaging, helpful, funny, and interesting. Faculty in the department love to teach Professor Master's students as they are well-prepared, knowledgeable, and motivated. He has turned many students who took Latin only to fulfill a language requirement into lovers of the classics and the classical world.

Professor Master has also been an active researcher, publishing in 2016 a book on the great Roman historian, Tacitus; he is currently working on a second book on the historical writing of the famous Roman philosopher and playwright, Seneca. He has also published articles on both authors. Jon Master exemplifies the energetic and caring instructor, knowledgeable of the language and its broader culture, who never fails to inspire students in the small and intense language classes that we are able to offer here at Emory.



Lilia Coropceanu

Recipient of the 2016 Excellence in Language Teaching Award

Professor Lilia Coropceanu joined the French Studies section of the Department of French and Italian in the Fall of 2007 after receiving an M.A. in French and Francophone Literatures from the University of Arizona in 2003 and a Ph.D. in French from Emory in 2007. She was appointed to the rank of Senior Lecturer in 2013. At Emory, she regularly teaches courses in advanced French grammar, writing skills, literature, culture, and French for business as well as the graduate pedagogy methods seminar. She has served on numerous honors essay committees, both as thesis director and as a thesis reader. In 2011, she assumed the position of DUS of the French program. She regularly teaches in the Emory Summer Program in Paris, and has served as the Program Director and Faculty Associate.

Professor Lilia Coropceanu has presented her research on second language acquisition and French literature at Emory and at national professional conferences. In the area of French literature, her interests include: conceptions and techniques of self-constitution in French novelistic narrative (seventeenth-, eighteenth-, and nineteenth century literature). She is the author of *Faber Suae Fortunae : L'autoformation du sujet chez Mme de Lafayette, Marivaux et Stendhal*. (New York: Peter Lang, 2010, in series *Currents in Comparative Romance Languages and Literatures*).

ECLC Excellence in Language Teaching Award

(continued from page 10)



Hiram Maxim

**Recipient of the 2015 Excellence
in Language Teaching Award**

Professor Hiram Maxim, or better known as Max among his friends and colleagues, received his B.A. from Washington and Lee University, his M.A. from Middlebury College, and his Ph.D. from the University of Texas at Austin. He taught two years at the University of Tennessee-Knoxville and then six years at Georgetown University before joining the Department of German Studies at Emory University in August 2007 as Associate Professor and Director of Undergraduate Studies. He has been awarded yearlong grants by the German Academic Exchange Service (DAAD) to study at the Johannes-Gutenberg-Universität in Mainz and the Freie Universität in Berlin. Twice his scholarship has been recognized for distinction by the American Council on the Teaching of Foreign Languages (ACTFL).

His research focuses on instructed adult second language acquisition with specific interest in curricular models that support the longitudinal nature of second language development. This research interest poses a formidable challenge for applied linguists working in collegiate foreign language departments in the United States because of the well-documented bifurcation

between so-called language courses at the lower levels and so-called content courses at the upper levels. Overcoming this departmental division has served as the impetus for much of Professor Maxim's research. His jointly written monograph, *Realizing Advanced L2 Writing Development in Collegiate Education: Curricular Design, Pedagogy, Assessment*, documents the potential for the longitudinal development of foreign language learners' writing abilities when a coherent curricular framework is in place. For the past several years he and his departmental colleagues at Emory have been implementing just such a curriculum in their undergraduate program.

Many of his students have experienced him as an exemplary teacher both inside the classroom and outside when taking much time for advising, be it on curricular questions, or on helping students to improve their writing proficiency. Along those lines, Professor Maxim has also excelled as the Director of Undergraduate Studies (DUS) in the Department of German Studies. And due to his humble and sensitive nature, Max has a gift for communicating his talents in such a way that they are truly infectious to others, not only students but also to us as colleagues. In that sense, he is also a generous teaching mentor who brings the same level of care to observing and evaluating others' teaching as he does to his own class preparation. Last but not least, he has excelled by his leadership, that is evident by his impeccable sense for fairness and impartiality when, as Director of ECLC, he treated each individual colleague and each individual of the nineteen languages the College as equal, and hence was able to build the most precious of all: a sense of community where every one is welcomed.

ECLC Excellence in Language Studies Awards

The Excellence in Language Studies awards are presented to one student in each language offered at Emory College. Each student is chosen by his or her respective department and recognized at the ECLC awards ceremony held in their honor each Spring. In the Spring of 2016 and 2017, the following students were recognized.



Recipients 2016

| | |
|------------|----------------------------|
| Arabic | Leah Suzanne Michalove |
| Chinese | Abigail Holst |
| ESL | Jinger Li |
| French | Rifat Muralin |
| German | Lydia Rautman |
| Greek | Jamie Dawes |
| Hebrew | Sara Temime Frank |
| Hindi | Niyathi Prasad |
| Italian | Lindsay Hexter |
| Japanese | Sarah Jiajia Wang |
| Korean | Shamara Renee Battle |
| Latin | Madeleine Veronica Hage |
| Persian | Sheyenne Farjam Rad |
| Portuguese | Brian Delgado |
| Russian | Nicole Katherine Ciesinski |
| Spanish | Angel Hsu |
| Tibetan | Dong Yeob Kang |

Recipients 2017

| | |
|------------|-------------------------|
| Arabic | Virginia Carter Spinks |
| Chinese | Stephen Asher Weiner |
| ESL | Lei Huang |
| French | Emma Elizabeth Kern |
| German | Mindi R. Leit |
| Greek | John S. Mizuki |
| Hebrew | Jonah M. Adler |
| Hindi | Naman Jain |
| Italian | Samantha Flores |
| Japanese | Michael Andrew Flores |
| Korean | Haley Van Petten |
| Latin | Allison Grace Aghjayan |
| Persian | Keywan Behbahani |
| Portuguese | Paola Valentina Correia |
| Russian | Katy Mayerson |
| Spanish | Lia Rae Benes |
| Tibetan | Kevin Tran Lu |

Structured Independent Language Study (SILS): A Program for Studying Less Commonly Taught Languages at Emory



Established in 2008 under the Race and Difference Initiative and run by the Emory College Language Center (ECLC), Structured Independent Language Study (SILS) is a non-credit language program designed for students who need or want to study languages not offered as part of the regular curriculum. In the SILS program, a college-level instructor of the target language develops a self-study curriculum for students to follow. Students are required to meet twice a week with a local native speaker for conversation practice, and the instructor administers an oral proficiency exam (in person or via Skype) at the end of the semester. This 'directed study' model, which is endorsed by the National Association of Self-Instructional Language Programs (NASILP, www.nasilp.net), provides the structure and the one-on-one interaction that independent language students require.

Directed by Dr. Marjorie Pak, Senior Lecturer in Linguistics, and administered by Sarah Shortt, Academic Degree Program Coordinator of the ECLC, SILS has offered less-commonly taught language instruction in 19 different languages to over 150 students from all corners of campus (Emory College of Arts and Sciences, the Laney Graduate School, the Rollins School of Public Health, the Candler School of Theology, the Medical School, Goizueta Business School, and the Nell Hodgson Woodruff School of Nursing). As a result, SILS has more than doubled the number of languages that Emory students can learn in a structured context, and has greatly expanded the geographic and typological diversity of Emory language studies as well. For example, Emory College of Arts and

Sciences has no African or Southeast Asian languages in its curriculum, even though these are some of the most linguistically diverse regions in the world; SILS partly fills this gap with Amharic, Kiswahili, Twi, Indonesian, Thai and Vietnamese. Moreover, many of the languages offered through SILS (e.g. Haitian Kreyol) are not formally taught anywhere else in the greater Atlanta region. To date, American Sign Language, Haitian Kreyol, and Kiswahili have been the languages most in demand by Emory students. Other languages that SILS has offered in addition to the ones already listed include Albanian, Bengali, Georgian, Modern Greek, Malayalam, Marathi, Nepali, Serbo-Croatian, Turkish, and Urdu.

Students have needed this language instruction to support research and work critical to their current and future academic goals. For example, in the brief amount of time since its inception SILS has helped students who were

- completing dissertations in the Laney Graduate School;
- pursuing master's degrees in the Rollins School of Public Health or the Candler School of Theology;
- preparing for international careers;
- conducting community-engaged field work overseas;
- applying for post-graduate fellowships or graduate school;
- writing senior honor's theses for Emory College.

The ECLC is proud and excited to continue its support of this mission-critical program in the future.

ECLC Programming for Fall 2017



The ECLC has planned an exciting array of events for fall semester of 2017 with the goal of exploring new areas of pedagogical research, facilitating exchanges of ideas among faculty, and encouraging advanced learning of foreign languages among students. Please watch for email announcements of each event this fall.

Our first event was a workshop for new language instructors on Aug. 22, from 11:30 am - 2:00 pm. At this workshop, Professor Hong Li introduced the ECLC and language programs at Emory. Professor Bumyong Choi shared instructional technology resources for language teaching at Emory, while Professor Lilia Coropceanu made recommendations of outside resources on language teaching methodologies. Lastly, Professor Jack Hardy discussed specific ways for instructors to engage in reflective teaching. All language faculty are welcome to attend. Lunch is provided.

Additionally, the ECLC invited two guest speakers this fall to share their innovative research on language pedagogy and second language acquisition. On Sept. 14, Professor Corinne Crane, from Duke University, will offer a workshop on Exploratory Practice. She is also available for individual/group meetings with interested faculty on September 15. Professor Julie Sykes, from the University

of Oregon, will lecture on augmented reality/games for language learning at 4:00 pm on Oct. 16.

The ECLC will continue its Teaching Tips and Tactics presentations during lunch hours. Professor Jonathan Master (Classics) and Professor Seth Goss (Japanese) will facilitate a session on Oct. 23 and Nov. 8 respectively. Teaching Tips and Tactics offers informal and interactive environments for all faculty to share their pedagogical practices and discuss their concerns. Lunches for all participants are provided by the ECLC.

Lastly the ECLC is honored and pleased to announce that Dr. Jeffrey Koplan, Vice President for Global Health and Director of the Emory Global Health Institute, will give a talk to Emory language faculty and students on the role foreign language competence has played in his teaching and research on global health issues. The talk is entitled "My Autbio Journey Through Languages". The talk will start at 12:00 pm on Oct. 3, in the Modern Languages Building, room 201.

The ECLC is making plans for its programming in the spring of 2018. All language faculty are encouraged to contact Hong Li (hli01@emory.edu) if they would like to share their ideas.

Emory College Language Center - Fall 2017

Lectures

- October 3
12:00 pm - 1:15 pm
- My Autbio Journey Through Languages**
Jeffrey Koplan, Vice President for Global Health
Emory University
Modern Languages Building, room 201
RSVP for a meal to sshortt@emory.edu required by September 29.
- October 16
4:15 pm - 5:30 pm
- Language, Meaning, and Connection in the Digital Age**
Julie Sykes, Associate Professor
Department of Linguistics
University of Oregon
Modern Languages Building, room 201

Workshops

- September 14
5:30 pm - 8:30 pm
- Sustainable Reflective Teaching:
A Teacher Workshop on Exploratory Practice**
Corinne Crane, Associate Professor of the Practice
German Language Program Director
Department of Germanic Languages and Literature
Duke University
Modern Languages Building, room 201
RSVP for a meal to sshortt@emory.edu required by September 8.
- November 15
3:00 pm - 5:00 pm
- New Tools for Language Instruction with ECDS**
Chase Lovellette
Emory Center for Digital Scholarship
Emory University
Woodruff Library 303F
RSVP to sshortt@emory.edu required by November 13.

Teaching Tips and Tactics - Lunch and Learn Roundtables

Teaching Tips and Tactics are collaborative discussions among interested faculty on a variety of issues in language pedagogy. Each session is facilitated by a faculty member. There are no formal presentations and all are welcome to share thoughts and ideas! Lunches will be provided.

- October 23
11:30 am -12:45 pm
- Session 1 **Teaching Latin: Ancient Language, 21st Century Classroom**
Jonathan Master, Associate Professor of Latin
Department of Classics
Emory University
Woodruff Library, Room 422
RSVP for a meal to sshortt@emory.edu required by October 19.
- November 8
11:30 am - 12:45 pm
- Session 2 **Reading with the Ears:
Learner-created Audiobooks in the L2 Japanese Classroom**
Seth Goss, Assistant Professor of Japanese
Russian and East Asian Languages and Cultures
Emory University
Woodruff Library, Room 422
RSVP for a meal to sshortt@emory.edu required by November 6.



EMORY
COLLEGE
OF ARTS AND
SCIENCES

Emory College
Language Center

Our Mission

The Emory College Language Center contributes to the fulfillment of Emory's commitment to international education by promoting the teaching and learning of languages as an essential component of the intellectual experience of students and faculty at Emory College. To achieve this goal the Emory College Language Center:

- Encourages innovation in language pedagogy by providing faculty with opportunities for professional development
- Fosters the intellectual growth of faculty by supporting research in disciplines that involve language learning and teaching
- Enhances the effectiveness of language learning and teaching through the integration of language pedagogy and technology
- Promotes further understanding of world cultures by providing students with opportunities to experience these cultures both on campus and beyond
- Encourages and recognizes excellence in language teaching and learning by faculty and students

Staff

The Emory College Language Center was established in 2000 to work closely and collaboratively with the Emory College language departments, Emory's Library & Information Technology Services, and the Center for Teaching and Curriculum to facilitate and support language instruction and to advance our understanding of language pedagogy.

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Program Coordinator
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