



academic advisory council

Newsletter

FALL 2003

Fifth Issue

15 Nov 2003

Greetings! This is the fifth and last issue of the 2001-2004 AAC newsletter. We would like to highlight several of our accomplishments and activities this year. Based on the By-laws that govern all Faculty Advisory Councils (FACs) and the AAC, elections are held every three years. Next year these elections will take place in August. The AAC would like to encourage the entire DLIFLC faculty to support the next AAC when it assumes office in September 2004. In addition, we would like to encourage those interested in holding leadership positions to take active roles at either the FAC or AAC levels.

The 2001-2004 AAC wishes to express its gratitude to the administration for the support given to its activities. We are honored to have assisted the faculty in addressing academic issues over the past three years. We have elaborated on our endeavors through the newsletters and at the Annual AAC Report held in every December in conjunction with the annual Holiday Training. We have attempted to address the faculty's academic concerns and have reported our activities through appropriate channels. One of the major goals of the AAC is to enhance the lines of communication at all levels at DLIFLC.

Chair Rotation Report

The issue of chairperson rotation policy was raised and discussed at the regular monthly meeting of the AAC on September 11, 2003. The FPS update of September 26, 2001 was the basis of discussion. The AAC urged that the policy stipulated in that document be fully implemented as a step in the process of broadening faculty participation in institute governance. Rotation provides greater opportunity for faculty members to gain broader experience needed for rank advancement.

What Does It Take for a Student to Reach 3 / 3 / 2+?

The AAC recently conducted an informal survey among DLI faculty. Here are some of the findings of the survey.

Feasibility

- At the present time, it is possible to achieve 3/3 in LC and RC. But in speaking, 2 is more realistic. (93% of respondents)
- Consider 2+/2+/2 first. Only after these levels are attained, should further goals be considered. Progress should be gradual, incremental. (87% of respondents)

Ways to Achieve These Goals

- Extend language courses. (94% respondents)
- Incorporate in-TL country training; field trips. (88% respondents)
- Create a total immersion atmosphere, a "Language House," as at Middlebury College. (82% of respondents)

"Language Immersion"

- A variety of student-centered activities; as much student-student target language communication as possible during each instruction hour throughout the entire course.
- Skills integration to reinforce LC and RC with speaking during each instructional hour.
- Use themes, topics and situations for each lesson as the basis for conversation.
- Allow more speaking time in the classroom (55% of respondents). Include conversation, preferably small group activities (split sections), during each instruction hour.

Teaching Materials

- Create a challenging program of instruction, and schedules in compliance with communicative/proficiency-oriented goals.
- Use authentic supplementary materials

– Internet, mass media, television, radio, newspapers – as the basis for LC, RC and TL conversation, including colloquial language. (54% of respondents).

- Make homework relevant to program goals and discussion of current events a part of students' homework.
- Further update the content and the format of examinations and quizzes to promote a communicative approach to language learning.

Student Selection, Preparation, and Motivation

- Improve process of student selection; academic and psychological preparation for the language course (87% of respondents).
- Higher DLAB requirements.
- Better general knowledge and mastery of English.
- Lower the number of students per section.
- Eliminate night inspections in barracks during first weeks of the language course (respondents from one school).
- Have better students help their classmates (pair work).

Enhancing Teachers' Motivation

- Encourage academic freedom and an atmosphere conducive to teacher creativity.
- Grant teachers more room for creativity and time for preparation.
- Reduce workload and working hours per instructor (university or NPS style).
- Lengthen vacation period.
- Acknowledge the efforts and accomplishments of teachers and respect their professional judgement.

Faculty Professional Development Day 2003

This year's FPDD, the DLIFLC-wide academic conference, was held on 23 May 2003. The event was the culmination of hundreds of hours of preparation. This year 45 proposals were submitted and the Proposal Review Board accepted 28. In addition to faculty presentations, Dr. Thomas Parry addressed the faculty on changes at DLIFLC.

Dr. Donald Freeman was the invited keynote speaker. Dr. Freeman, a noted expert in second language acquisition from the School for International Training, presented a workshop on reflective teaching and professional development. The DLI faculty presentations covered a variety of topics, including classroom methods and techniques, SMART Board demonstrations, use of technology, leadership, professional development, and research.

The AAC members formed six committees: (1) Steering, (2) Protocol/Hospitality, (3) Graphics and Catalog Layout, (4) Scheduling, (5) Equipment, and (6) Evaluations. AAC representatives donated funds to provide refreshments for the participants. The AAC takes pride in the work performed each year to make this event a success and welcomes any comments you may have.

Revision of By-Laws / 2004 Elections

The AAC is organized according to the "republican" concept of proportional representation: for every so many teachers there should be one representative. On this basis the resident language schools of DLI typically have two representatives each. Since the AAC / FAC By-laws were drafted and accepted several years ago; we are going to revise them due to the re-organization of the Institute that has taken place over the past year. The creation of a third Asian School; the growth of and changes within the School of Continuing Education; and the exchange of faculty between European I and European II that will occur in December 2003 make revisions necessary. The AAC is currently organized as shown below:

| SCHOOL OR DIRECTORATE | Representatives |
|---|-----------------|
| Asian One SAA | 2 |
| Asian Two SAB | 2 |
| Asian Three SAC | 2 |
| East European One SEA | 2 |
| East European Two SEB | 2 |
| Evaluation & Standardization ES | 1 |
| Faculty & Staff / Curriculum Development FSD / CD | 1 |
| Middle East One SMA | 2 |
| Middle East Two SMB | 2 |
| School of Continuing Education SCE (Observer) | (1) |
| West European SWL | 2 |
| CHAIRPERSON (At Large) | 1 |
| VICE-CHAIRPERSON (At Large) | 1 |
| SECRETARY (At Large) | 1 |
| TOTAL: | 22 |

After the next AAC election in August of 2004, the AAC Representatives will in turn elect (at their first meeting in September) from among their number a Chairperson, a Vice-chairperson and a Secretary. At that moment the three officers receive the designation AT-LARGE REPRESENTATIVES. Each of these three persons must then be replaced in a follow-up election in the Faculty Advisory Council which originally elected them to membership in the Academic Advisory Council.

How ACTFL Conference Nominees Were Selected

Participants at the Faculty Professional Development Day (FPDD) had a chance to evaluate presentations by filling out evaluation forms distributed by AAC representatives. There were 25 presentations and we collected a total of 383 evaluation forms. Presentations were evaluated for their content, delivery and usefulness to the foreign language profession. An award of up to 5 points was allowed for each category. All the points received by each presenter were summed up and divided by the number of evaluation forms collected for his/her presentation to arrive at an average rating. Presenters with an average rating of 14 points and above were considered by AAC Board and the Provost for a nomination to go to ACTFL conference this year. The Board and the Provost excluded presentations that were made by individuals who were nominated to attend ACTFL by the schools. Furthermore, the Board and the Provost felt that a presentation had to be evaluated by at least 10 audience members to be eligible for selection. Using these guidelines two presenters at FPDD were selected to attend this year's ACTFL conference as the AAC nominees: **Susanne Piccari** and **Masako Boureston**. Congratulations to both!

A Note of Thanks

On behalf of all past and current representatives who have worked diligently and contributed much to the work of the 2001 - 2004 AAC, we thank you for your support. In addition, we would like to express our gratitude to the first Chairs, Dr. Jim Zhao and the late Ayça Dutertre, Ex-officio Chairs Dr. Stephen Payne and our new Provost Dr. Susan Steele. Without their leadership and support the AAC would not have been as successful.

With gratitude,
AAC Chair Jack Franke (ext. 7512),
AAC Vice-Chair Teresa Gryminska (ext. 6824), and AAC Secretary Paul Bannes (ext. 6095)