



Technology Innovation Center

Common Ground, Common Future

March 9-10
San Francisco, California



THE LANGUAGE FLAGSHIP

Creating Global Professionals



THE LANGUAGE FLAGSHIP

Creating Global Professionals

About the Language Flagship

The Language Flagship is a national initiative to change the way Americans learn languages through a groundbreaking approach to language education for students from kindergarten through college.

Through a network of 27 Flagship Programs at 22 institutions of higher education across the U.S., The Language Flagship graduates students who will take their place among the next generation of global professionals, commanding a superior level of proficiency in one of ten languages critical to U.S. national security and economic competitiveness.

Students come from all regions of the nation and pursue a variety of academic and professional interests in addition to language study. Flagship Certified Professionals are highly motivated graduates who possess:

- Professional-level language proficiency in their Flagship language of choice;
- Advanced cultural skills and experience living and working abroad; and
- Intercultural insights for careers in federal government, global business, nongovernmental organizations, and other fields.

For more information, please visit
www.thelanguageflagship.org



Technology Innovation Center

THE LANGUAGE FLAGSHIP

About the Center

The Language Flagship Technology Innovation Center (LFTIC) at the University of Hawai'i was established through a grant from the U.S. Department of Defense. The primary purpose of the LFTIC is to conceive, design, adapt, improve, deliver and test effective means to blend technology into existing Language Flagship Programs. In its first year, the The Language Flagship Technology Innovation Center will focus on strategic planning. The goal is to craft a short and long-term plan for technology use and innovation for The Language Flagship Program, which will also benefit the foreign language education profession at large. The LFTIC will convene expertise from relevant areas in academia (foreign language education, applied linguistics, computer-assisted language learning, educational technology, etc.) and from entities with stakes in foreign language education in both the public and private sectors.

As part of its strategic planning endeavors, the LFTIC will host three symposia, whose ultimate goal is to forge an agenda and discover pathways for language technology innovation with key partners in academia, government, and businesses. A core team of leading professionals in fields related to language technology will lead the discussions. In each symposium, we seek to involve thinkers and innovators in areas of relevance in order to engage in a progressive conversation that will help identify potential groundbreaking initiatives geared toward the improvement of language learning experiences through technology.



Dr. Madeline K. Spring is the Co-Director of the Language Flagship Technology Innovation Center, Professor of Chinese Language, and the Director of the Chinese Language Flagship Program at the University of Hawai'i at Mānoa. She earned her Ph.D. in Chinese Language and Literature at the University of Washington. Her research interests are divided between medieval Chinese literature (especially Six Dynasties to Tang prose and rhetoric) and current issues in Teaching Chinese as a Foreign Language (TCFL).



Dr. Julio C Rodríguez is the Co-Director of the Language Flagship Technology Innovation Center, Director of the Center for Language and Technology, and Director of the National Foreign Language Resource Center at the University of Hawai'i at Mānoa. He earned his Ph.D. in Curriculum and Instructional Technology at Iowa State University. His work is situated at the intersection of language learning and technology. His areas of interest include the integration of technology into teacher and faculty development programs, project-based learning, materials development, online course design, and design-based research.

Starting the Conversation

Honolulu, November 5-6, 2015

The first design thinking event, entitled Starting the Conversation, took place in Honolulu on November 5-6 and was organized around four key areas: adaptive technologies, mobile technologies, immersive technologies, and big data & smart partnerships. This event brought together a talented and diverse group of individuals representing the government, the private sector, and academia from around the country, who explored the issues and possibilities in those key areas, including viable strategies for successful collaboration among businesses, government, and academia.

Moving Forward

Pittsburgh, February 26-27, 2016

In our second event, entitled Moving Forward, we focused on rapid prototyping possible solutions to the identified design challenges. Using a human-centered design process, we brought diverse perspectives and talents to our challenges. As in the other events, participants were asked to weigh in during the sessions on both days and contributed their insights and expertise throughout the two-day process. The final product was tangible solutions to the challenges we identified.

Next Steps

San Francisco, March 17-18, 2016

In this third gathering, our goal was to move our thinking forward by incorporating the insights from the two previous meetings and increasing participation and engagement from the Language Flagship Program. This gathering helped us imagine and prototype how current and emerging technologies may help us maximize language learning in distinct teaching and learning spaces.

Common Ground, Common Future

San Francisco, March 9-10, 2017

This workshop builds on work done in the three previous symposia by continuing to build an engaged community of innovators. The main goal of this workshop is to establish a baseline for technology use and integration in The Language Flagship informed by the challenges, strengths, and capabilities of participating programs and by perspectives from directors, instructors, and students. This effort will allow the Flagship Tech Center to learn about the creative ways our community of innovators are currently integrating technology and, in the process, to identify collaboratively current needs and future activities that could result in or best entice and support technology innovation in The Language Flagship.

Welcome



Dr. Michael Nugent is the director of the Defense Language and National Security Education Office (DLNSEO) and serves as director of the National Security Education Program (NSEP). In this role, Dr. Nugent advises the Assistant Secretary of Defense (Readiness) on policy and programmatic matters regarding foreign language, culture and regional expertise for Department of Defense. Dr. Nugent serves as the Executive Director of both the Defense Language Steering Committee and the Secretary of Defense chaired National Security Education Board.

Day 1: Inspiration and Connection

Thursday, March 9, 2017

7:30 am	Coffee and Registration
8:30 am	Welcome & Opening Remarks <i>Mike Nugent, Sam Eisen</i>
8:45 am	Introduction by The Technology Innovation Center & Overview of Meeting Activities <i>Julio Rodriguez, Madeline Spring, Gretchen Yamaguchi, & Amy Heaton</i>
9:15 am	At a Glance: Presenting Our Best Practices
10:45 am	Break
11:00 am	Digging Deeper: Poster Session
12:30 pm	Lunch
1:30 pm	Digging Deeper: Poster Session (Continued)
2:30 pm	Finding Common Ground
4:00 pm	Break
4:15 pm	Day One Wrap-Up & Preview of Day Two
5 - 7:00 pm	Reception

Day 2: Toward a Common Future

Friday, March 10, 2017

7:30 am	Coffee
8:30 am	Welcome, Review of Day One, Overview of Day Two Activities <i>Julio Rodriguez, Madeline Spring, & Amy Heaton</i>
8:45 am	Discussion of The Technology Center Toolkit & Simulation Project, and Introduction to the Flagship Commons
9:15 am	Identifying the Needs of the Community
10:30 am	Break
11:00 am	Meeting our Needs
12:30 pm	Lunch
1:30 pm	Meeting our Needs (continued)
2:30 pm	Planning for the Future
3:30 pm	Break
3:45 pm	Wrap-up Activities

Chinese Flagship

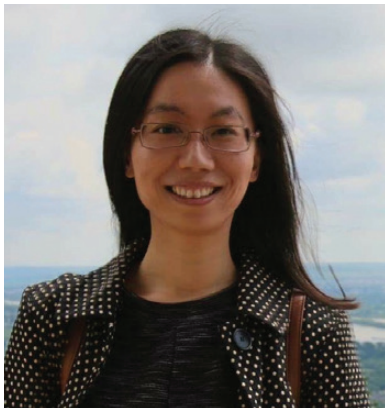


Der-lin Chao

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Dr. Der-lin Chao is a professor and head of the Chinese Program at Hunter College. She has a Ph.D. in Applied Linguistics from New York University. In 2001, she established the Chinese Literacy Project, which promotes the development and use of web-based instructional materials to help students learn characters and build literacy. Since 2007, Dr. Chao has directed STARTALK high school and teacher training programs using task-based and blended learning approaches. In 2008, she founded the Hunter College M.A. in the Teaching of Chinese program. Dr. Chao has been the director of the Hunter Chinese Flagship Center since 2011 and the Flagship K12 Blended Learning Pilot Project since 2015. She was the president of the national Chinese Language Teachers Association in 2013. She now serves on the advisory board on CELIN. Since 2009, Dr. Chao has been working with teachers and developers to design and develop instructional technology, including an online course management system, a learning app for Chinese characters and radicals, and a memory game for elementary students.



Bing-Ying Hu

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Bing-Ying Hu is a lecturer and academic coordinator for the Chinese Flagship Program at Hunter College. She has taught beginning and intermediate level Chinese language courses, and has co-taught the content based course “Business in China.” As the Flagship academic coordinator, Bing-Ying designs individualized study plans for Flagship one-on-one tutorial sessions and supervises the tutors. She helps to prepare Flagship students for study abroad, and she organizes Flagship cultural and recruitment events. For the past two years, Bing-Ying has worked on the Flagship K-12 Blended Learning Pilot project which promotes personalized, technology-enhanced Chinese language instruction for K-12 students. Bing-Ying assisted in developing blended learning curricula for K-12 students, trained online tutors, and for the past two summers, taught face-to-face and online classes to K-12 students at the project site.



Cyrus Lalkaka

Midmarket Business Strategy
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Cyrus Lalkaka is a midmarket business strategist at Clever, Inc., an educational technology company. Cyrus enjoys being involved in public and private sector projects that allow him to interact and influence activities of real consequence. The end result is helping others, either on a personal level or society at large. His interests are Asian cultures with a focus on China and India, world events, politics, sports and music. By understanding the world better, he hopes to become a better person.

Oliver Fisher

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Oliver Fisher is a student at Hunter Chinese Flagship. He made an app for learning how to read, write and pronounce Chinese characters.



William Comer

Associate Professor, Flagship
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William Comer (Ph.D. in Slavic Languages and Literatures, University of California, Berkeley 1992) worked at the University of Kansas from 1992-2014. He taught Russian language and Russian culture at all levels and oversaw the language program. In 2014 he accepted the position of Director of the Russian Flagship Program at Portland State University. His main research interests include input processing and structured input approaches for teaching Russian grammar and the pedagogy of reading in Russian as a foreign language. His edition of Viktoria Tokareva's short story *A Day without Lying* (Slavica, 2008) makes the story accessible to intermediate level students of Russian, and it won the American Association of Teachers of Slavic and East European Languages prize for Best Book in Language Pedagogy in 2010. He is co-author of *Mezhdu nami* (<http://www.mezhdunami.org>) an online, open-access textbook for elementary Russian. He has published numerous articles in national journals including the *Slavic and East European Journal*, *Russian Language Journal* and *Foreign Language Annals*.

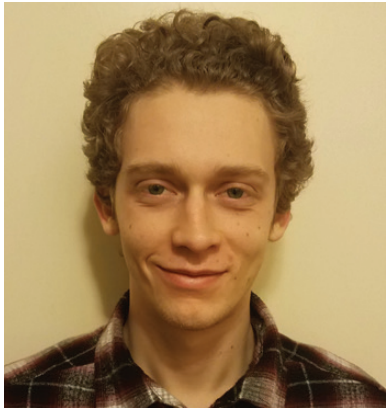


Anna Alsufieva

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Anna Alsufieva is Assistant Professor of Russian and Assistant Director of the Russian Flagship Program at Portland State University (since 2009). She earned her Ph.D. in Language Teaching Pedagogy (theory and methods of teaching Russian as a second language) at Herzen State Pedagogical University, St. Petersburg, Russia (2001). She taught at Herzen University, the Middlebury Summer Russian School, the University of Texas, Austin, and Reed College. She is a specialist in Russian grammar, syntax, stylistics and teaching methodology. She is co-author of *Advanced Russian through History* (Yale, 2007), as well as two other textbooks for foreigners learning Russian. At Portland State University she teaches upper-division Russian language courses and specialized courses for majors in the Russian Flagship program. Dr. Alsufieva's current research connects with the fields of corpus linguistic and second language writing in academic context. She is one of developers of the Russian Learner Corpus of Academic Writing (RULEC, 2013).



Chase Riegel is a senior in the Russian Flagship Program and a Russian language tutor at Portland State University. He has studied a total of 4 months in Russia and will be studying for a full academic year in Kazakhstan beginning in September 2017.

Chase Riegel

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SAN FRANCISCO
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Chinese Flagship



Charles Egan

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Charles Egan joined SF State in 2000, and teaches courses in modern and classical Chinese language and literature/culture. Previously he taught at Stanford University and Connecticut College. He has published extensively on the evolution of Chinese classical poetic genres, and is a frequent translator. His book, *Clouds Thick, Whereabouts Unknown: Poems by Zen Monks of China*, was awarded the 2011 Lucien Stryk Prize in Asian Translation by the American Literary Translators Association. Currently he is preparing a new anthology of inscriptions and poetry from or about the Angel Island Immigration Station in San Francisco Bay. Egan has directed the SF State Chinese Flagship Program since its start in 2009.



Yang Xiao-Desai

Assistant Professor
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Dr. Yang Xiao-Desai is an Assistant Professor at San Francisco State University. She received a Ph.D. from the University of Hawai'i. From 2012 to 2014, she served as Assistant Professor of Chinese at the University of South Carolina. She has taught at UC Davis, Middlebury College, and Xiamen University. At SFSU, she teaches Chinese language classes, M.A. courses in technology and language education, and Chinese language assessment. She works with the College of Education to prepare candidates for the Single Subject Teaching Credential (World Languages). Dr. Xiao-Desai's main areas of research are second language acquisition, heritage language education, and technology in language education. Her publications explore the notion of heritage language anxiety, the identity construct of Chinese heritage learners with a dialect background, and technology components in language teacher-training programs. Her current projects investigate pragmatics development in heritage language learning, and the interaction between learners' individual differences and learners' search behaviors in online writing tasks.



Joshua Ortiz is a second year Chinese Flagship student at SFSU. He went to China this past summer through the CIEE Shanghai Language Program. In addition, he is an Air Force ROTC cadet at UC Berkeley.

Joshua Ortiz

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Sonia Shiri

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Sonia Shiri is Director of the Arabic Flagship Program, Coordinator of the Middle East Language Programs, and Director of ROTC Project Global Officer Program at the School of Middle Eastern and North African Studies at the University of Arizona. Prior to 2011, Dr. Sonia Shiri coordinated the Arabic Program at the University of California, Berkeley, taught Arabic at Oxford University and held a Research Fellowship at Stanford University. From 2009-2012, she acted as Senior Academic Director of the State Department's Critical Language Scholarship overseas summer intensive program in Morocco, Tunisia, Egypt, Jordan and Oman. During 2002-2005, she served as Academic Coordinator for the Berkeley Language Center (60 languages). In 2008, she received CALICO's "Access to Language Education Award" for an online Arabic distance learning course that she designed for the UC System in collaboration with UCCLLT and BYU. Her research interests and publications include foreign language learning, study abroad, technology-assisted language learning, intercultural communicative competence, critical discourse analysis, and linguistic/semiotic landscapes.



Mohamed Ansary

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Mohamed Ansary is currently a lecturer of Arabic as a Foreign Language at the University of Arizona. He is also an ACTFL-Certified OPI tester of Arabic. He has been participating in programs for teaching Arabic in Egypt and abroad since 2007. In 2009 and 2010, Ansary worked at the Critical Language Scholarship Program (CLS), a program sponsored by the U.S. Department of State. In 2008 and 2009 he worked for Concordia Language Villages, Concordia College, where he still collaborates annually with its workshops for K-12 teachers of Arabic in the USA. He worked for three consecutive years from 2011 to 2013 in the intensive summer program of Indiana University, Bloomington. His area of interest in these workshops is: application of 21st century skills to the Arabic language classroom, assessment of functional abilities of Arabic language learners, using technology into the classroom, teaching culture as a fifth skill and how to integrate it into the classroom. His research interests include social media, instructional technology in the AFL classroom and integrating culture into the classroom.



Ryan Brown

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Ryan Brown is currently a sophomore from New Jersey studying finance and Arabic at the University of Arizona. He began studying Arabic when he was fourteen years old in his freshman year of high school at Saint Augustine Prep in New Jersey. He came to the University of Arizona and immediately joined the Arizona Arabic Flagship Program, where his language skills have skyrocketed within the past year and a half. His ultimate goal is to become fluent in Arabic and use his working knowledge of the language to hopefully work for an international company in the Middle East. Outside of academic life, Ryan is an active member of the Pi Kappa Alpha fraternity and also the goalkeeper for the University of Arizona men's soccer team. He plans on graduating from the UofA in 2019 with degrees in finance and Arabic and hopefully will complete his Flagship capstone year in Morocco directly after that.



UNIVERSITY
of HAWAII®
MĀNOA

Chinese Flagship



Madeline K. Spring

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Dr. Spring is Co-Director of the Language Flagship Technology Innovation Center, Professor of Chinese Language, and the Director of the Chinese Language Flagship Program at the University of Hawai'i at Mānoa. She earned her Ph.D. in Chinese Language and Literature at the University of Washington. Her research interests are divided between medieval Chinese literature and current issues in Teaching Chinese as a Foreign Language (TCFL) with a focus on curricular design and implementation, content-based instruction, intercultural communication, and assessment. She authored "Making Connections: Improve Your Listening Comprehension in Chinese" and has written numerous articles about various aspects of TCFL. She is a frequent presenter on topics such as curricular development, assessment, teacher beliefs, adapting authentic materials, technology, literacy, immersion Chinese curricular issues, teaching reading, writing, cultural competence, and online communities. Dr. Spring has played a leadership role in defining and disseminating information about the Chinese Language Flagship Programs both nationally and internationally.



Kai Liu

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Kai Liu is the instructor of the Chinese Language Flagship Program at the University of Hawai'i at Mānoa. She teaches various levels of Chinese language courses and develops curricular materials for Flagship courses. Prior to that, she worked as the teaching assistant at the Chinese Flagship Program at the University of Oregon, where she received her M.A. degree in Linguistics, Language Teaching Specialization. While in Oregon, she also worked as the assessment assistant at Center for Applied Second Language Studies (CASLS). She assisted with the development of mobile game ARIS used in extra-curricular learning activities and the implementation of self-assessment tool LinguaFolio in the Chinese Flagship Program. Her areas of research interest include blended learning, curriculum design, and assessment.



Edwin Wong is a junior at University of Hawai'i at Mānoa looking to double major in Finance and Chinese. He is of Asian descent and spoke Mandarin growing up, but did not study written Chinese until college. He is a part of the Chinese Flagship program at UH and studied in Beijing in summer 2016. Edwin has plans to study in Taiwan this summer. He is really looking forward to this opportunity in SF to attend this workshop.

Edwin Wong

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INDIANA UNIVERSITY BLOOMINGTON

Arabic Flagship

Salman Alani

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Salman Alani is a professor of Arabic linguistics at Indiana University, and director of Arabic Flagship at Indiana University. His research is focused on Arabic phonetics and phonology.



Iman Alramadan

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Iman Alramadan is a lecturer of Arabic at the Department of Near Eastern Languages and Cultures at the School of Global and International Studies, Indiana University. She obtained her both bachelor's and master's degrees in Arabic linguistics from the University of Aleppo, Syria. In 2007, She received her Ph.D. in Arabic linguistics with high honor from Université Lyon III, France. Iman Alramadan started her academic career teaching Arabic in 1998 at the College of Medicine and Pharmacology as well as the College of Arts and Humanities at The University of Aleppo, Syria. She also taught linguistics and morphology at Albaath University in Homs, Syria. After receiving her Ph.D., she resumed her academic career teaching Arabic in the United States, teaching Arabic as an instructor at the Continuing Education Department at Wichita State University in 2009. The course focused on basic Arabic and included material on Arabic culture and heritage. She taught beginning and intermediate Arabic as a lecturer at the University of Florida and taught beginning, intermediate, and advanced Arabic as a lecturer at Indiana University.



Emily Reeg

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Emily Reeg is a sophomore from The Woodlands, Texas studying Arabic and Political Science at Indiana University. At IU she is the vice president for the club I Am That Girl and a member of the Diversity and Inclusion Policy Team for the IU Student Association. She is pursuing Arabic because she hopes to work for a humanitarian organization in the Middle East to develop policy to advance women and children's education. In addition, she has developed a love and appreciation for Arabic culture that further fuels her desire to learn the language. In her free time she likes to read and travel.



INDIANA UNIVERSITY
BLOOMINGTON

Chinese Flagship



Yea-Fen Chen

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Professor Yea-Fen Chen is director of the Chinese Flagship Center and the Flagship Chinese Institute at Indiana University, Bloomington (IUB), and former executive director of the Chinese Language Teachers Association. She has been teaching Mandarin Chinese since 1989 and holds a Ph.D. in Foreign Language Education. She has co-authored several Chinese language textbooks and co-edited two books. She offers courses in Chinese language, Business Chinese, Chinese calligraphy, Chinese film, Chinese culture, foreign language pedagogy, foreign language learning strategies, and studies on heritage language learners. Her research interests include foreign language pedagogy, foreign language learning strategies, second language acquisition, heritage language learners, technology assisted learning/teaching, and Chinese language films. She has been an AP Chinese course and exam consultant for the College Board since 2006. She was coordinator of the Chinese Program and the Asian Studies Certificate Program at the University of Wisconsin-Milwaukee before joining IU.



Yingling Bao

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Yingling Bao is a lecturer at Indiana University Bloomington. She has taught Chinese language courses across levels. She has actively adopted new teaching methods to make her class more engaging and learning more effective. Her research interests include language socialization, literacy development, and second language pedagogy.



Xiaojing Kou

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Dr. Xiaojing Kou directs the Center for Language Technology at Indiana University (2011-present). She works closely with language teaching faculties on using technologies in teaching foreign/second languages. She also collaborates with faculty members doing research in using technologies in teaching languages. Earlier, she worked at Wisdom Tools, Inc. as a researcher focusing on writing research grant as well as working with a team on designing and researching serious games for K-12 STEM education. She also taught two courses on Using Computer in Education to pre-service teachers in School of Education at Indiana University. She also taught Advanced Web Development and Design at the Ivy Tech Community College for a semester. She used to teach English in the English Department at Tianjin Foreign Studies University, China (1995-1996). In her dissertation, she developed a discourse analysis method to analyze the process of collaborative inquiry through online discussion.



UNIVERSITY OF MINNESOTA

Chinese Flagship

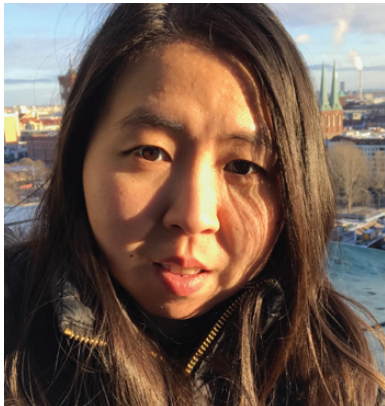


Ling Wang has worked at the University of Minnesota for 15 years as Director of the Chinese language program, and as Chinese language director of the Flagship program since 2014.

Ling Wang

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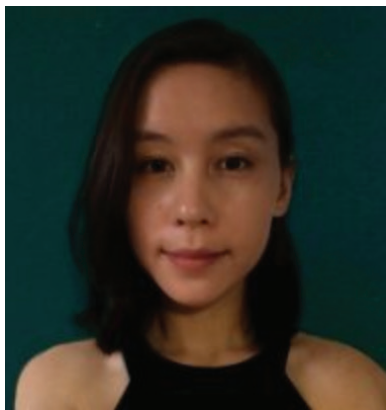


Yao Tu earned a Ph.D. from the University of Kansas in Curriculum and Teaching. Her research has focused on language teaching and learning in a blended context. She has been teaching Chinese at both university and K-12 levels for seven years. She has also worked as an online instructional designer of language courses. In addition, she has presented topics related to blended language learning design at national conferences, such as ACTFL, NCLC, StarTalk, and AECT. She has achieved certifications as an ACTFL OPI tester and ILR OPI tester.

Yao Tu

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Jade Arrowsmith

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Jade Arrowsmith is a student at the University of Minnesota and plans on majoring in History. Her long-term goal is to work in Taiwan, and she is taking Chinese classes to become proficient in reading and writing. This is her second semester taking Chinese and she is in Chinese 1012. In her free time, she enjoys playing with her hamsters and cat, watching Netflix, and going out with friends. She also enjoys eating good food and sometimes prepares Taiwanese dishes that are not found in U.S. restaurants such as 滷肉飯. She is interested in Taiwan because she was born there and her mom's side of the family lives there. Every few years she goes back and visits, but she wants to be proficient enough to go back independently without relying on her mother's language help. She is looking forward to traveling to San Francisco and attending this workshop. Thanks!



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Chinese Flagship

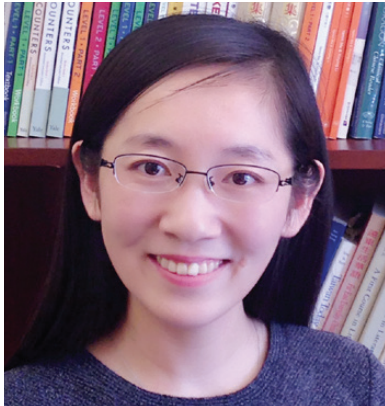


Nethaneel (Nate) Flake is the program manager for University of Mississippi Chinese Flagship since 2009. He earned a bachelor's in Linguistics in 2004 and has language competence in Mandarin, French, Arabic, Korean. He is currently working on his master's degree at the University of Mississippi in TESL.

Nethaneel (Nate) Flake

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Rongrong Hao received her M.A. in Chinese Linguistics and Second Language Acquisition from the Chinese University of Hong Kong. Ms. Hao has several years of experience teaching Chinese, including in the Chinese Language Flagship Program at The University of Mississippi, Brown University, and Harvard Beijing Academy Summer Program. She also served as instructional lead for 2015 and 2016 Mississippi StarTalk summer programs.

Rongrong Hao

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Brendan Ryan is a sophomore Flagship Student at the University of Mississippi majoring in Chinese and Mathematics.

Brendan Ryan

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Chinese Flagship



Peijie Mao is an assistant professor of Chinese in the Department of Modern & Classical Languages, University of North Georgia. She serves as academic director of UNG ROTC Chinese Flagship. She teaches Chinese language classes at all levels and Chinese literature at UNG. Her research interests include modern Chinese fiction, popular culture, and media studies.

Peijie Mao

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Yizhe Huang holds an M.A. Degree from the University of Rhode Island in Foreign Languages Education and an M.A. Degree from Minzu University of China in Applied Linguistics. Since 2014, she has served as the Chinese tutoring coordinator for the UNG ROTC Chinese Flagship program.

Yizhe Huang

Tutoring Coordinator
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Tyler Avret

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Tyler Avret is a student and cadet in the Boar's Head Brigade at the University of North Georgia. His major is Chinese and he plans to minor in computer science. He is a contracted cadet and plans to commission into the United States Army Reserves upon graduation. As well as being a cadet, he is president of the Chinese Club.

**Mohammad Al-Masri**

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Mohammad Al-Masri is the ConocoPhillips assistant professor of Arabic linguistics in the Department of International and Area Studies and the Department of Modern Languages, Literatures and Linguistics at the University of Oklahoma. He is also director of the Arabic Flagship Partner Program at the University of Oklahoma. Dr. Al-Masri received his Ph.D. in linguistics from the University of Kansas majoring in acoustic phonetics. Prior to joining OU faculty, Dr. Al-Masri taught English as L2 and courses on phonetics and linguistics while in Jordan and also taught Arabic as a second language at the University of Kansas, the Alakhawayn University in Morocco. He served as chair of the Department of English language and literature and director of the Language Center at the Hashemite University, Jordan. Dr. Al-Masri's research focuses primarily on phonetics of Arabic and the applications of this research on teaching Arabic as a second language. His book *Colloquial Arabic: Levantine* came out in 2016. He is currently working on a new book: *Levantine Arabic: Intermediate to Advanced*.

**Amel Khalfaoui**

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Amel Khalfaoui is an assistant professor of Arabic Language and Linguistics at the University of Oklahoma with a joint appointment in the Department of Modern Languages, Literature, and Linguistics and the Department of International and Area Studies. Her area of specialization is linguistic pragmatics. She is specifically interested in investigating the linguistic and cognitive factors that determine the speakers' choices of referring expressions and discourse markers. She has previously taught Linguistics and Arabic at graduate and undergraduate levels at the University of Minnesota, Macalester College, and Florida Atlantic University.



Danielle Higginbotham is a first year Arabic student with the Arabic Flagship Program at the University of Oklahoma and a 3rd year student in International Security Studies. She has traveled through Southeast Asia and Central America studying Hindi, Spanish, and Indonesian and now has turned her focus toward academia and the Arabic language.

Danielle C Higginbotham

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Xiaoyan Hu

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Xiaoyan Hu is a Chinese lecturer for the Chinese Language Flagship Program and the Department of Modern and Classical Languages and Literatures at the University of Rhode Island, and also serves as the assistant director of Chinese International Engineering Program at URI. Prior to joining the department, Xiaoyan served as a visiting professor of Chinese through the Confucius Institute's partnership with Zhejiang University in Hangzhou, China. She has taught several courses in Chinese language and literature at URI, including Chinese Literature, Flagship Intensive Advanced Composition and Conversation, Flagship Intensive Conversation & Composition, Flagship Intensive Beginning Chinese, and Elementary Chinese. Xiaoyan is excited to strengthen the Chinese curriculum by using her experience in developing proficiency, computer assisted communication, and project-based learning methodologies. Her goal is to share the Chinese language and culture with eager students and assist them on their path to become global professionals, while continually expanding her own professional and academic career.

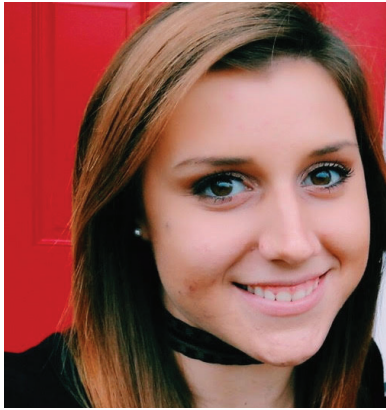


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Qingyu Yang's professional background is teaching Chinese as a second language. She also explores in depth the field of blended Chinese teaching method and proficiency-oriented teaching. Prior to URI, Yang was a visiting professor at Brandeis University and earned an M.A. there. In her academic career, Yang has taught different levels of Chinese in different programs such as CET summer program in Beijing and University of Science and Technology Beijing. Besides teaching from beginning to advanced level Chinese at URI, she also manages the HSK test center of URI, outreach programs in the local RI community and serves as a calligraphy teacher.



Emily Hadfield

Student Ambassador
University of Rhode Island

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Emily Hadfield is a sophomore at the University of Rhode Island double majoring in Chinese Language and Global Business Management. She is originally from Pipersville, Pennsylvania, where during high school she started studying Chinese language after having studied French for five years. When not studying Chinese, she enjoys watching and playing soccer and volleyball, and being an amateur photographer. She has an aptitude for learning languages and believes every person has a social responsibility to be an engaged global citizen. As our world becomes more interconnected and its multifarious cultures continue to meld into one another, she firmly believes that learning languages will be the key to success in the future.



Chinese Flagship

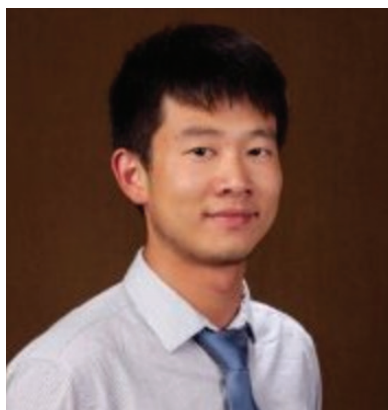


Ching-Hsuan Wu

Academic Director of the Chinese
Flagship Program
Western Kentucky University

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Dr. Ching-Hsuan Wu joined the Chinese Flagship Program as academic director in the Honors College at Western Kentucky University on August 1, 2015. Dr. Wu was born and raised in Taipei, Taiwan, and moved to the United States in 1999. She holds a Ph.D. in Second and Foreign Language Education with specializations in Teacher Education and Quantitative Research Methods from The Ohio State University. Dr. Wu has extensive experience in teaching Chinese at all levels, implementing Chinese programs, designing curriculum, and training teachers of foreign languages. Her research interests include Teacher Education, Second Language Acquisition in advanced learners, and East Asian languages pedagogy. Prior to coming to WKU, Dr. Wu was assistant professor of Modern Foreign Languages at Ohio Wesleyan University, and she also taught at Bentley University, National Taiwan Normal University, and The Ohio State University.



Lizeng Huang

Instructor
Western Kentucky University

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Lizeng Huang is a Chinese instructor in the Chinese Flagship program at Western Kentucky University. He received his dual-master degree in Teaching Chinese from Brandeis University and Minzu University of China. He believes that learning Chinese provides a unique journey to travel around China. As a Chinese teacher, he tries his best to be a tour guide who introduces the beauty of the language, and encourages his students to explore and enjoy the journey of learning Chinese. He also thinks that technology makes learning more personalized and effective. He has implemented different kinds of technologies into teaching which helps him diversify his lessons and make language learning more fun.



Jared Long is a sophomore at Western Kentucky University with a double major in International Business and Chinese. He is a member of the Western Kentucky University Chinese Flagship Program, the Honors College at Western Kentucky, and the Chi Eta chapter of Phi Gamma Delta. His primary research interests include interpretation, translation, and Sino-American business relations with a focus on intercultural exchange and cultural etiquette differences.

Jared Long

Student
Western Kentucky University

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Defense Language and National Security Education Office



Michael Nugent

Director
DLNSEO

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Dr. Michael Nugent is the director of the Defense Language and National Security Education Office (DLNSEO) and serves as director of the National Security Education Program (NSEP). In this role, Dr. Nugent advises the Assistant Secretary of Defense (Readiness) on policy and programmatic matters regarding foreign language, culture and regional expertise for Department of Defense. Dr. Nugent serves as the Executive Director of both the Defense Language Steering Committee and the Secretary of Defense chaired National Security Education Board. As Director of NSEP, Dr. Nugent oversees nine federal language and cultural initiatives, including the Language Flagship, designed to change the way Americans learn languages. Before coming to DLNSEO, Dr. Nugent worked on a number of international grant programs at the Fund for the Improvement of Postsecondary Education (FIPSE). He also served as Chief of Section, overseeing the Title VI funding of National Resource Centers, Foreign Language and Areas Studies Centers, and the Language Resource Centers. Dr. Nugent has previously served in policy positions as Vice President for Administration and Research at the Council for Higher Education Accreditation (CHEA) in Washington DC, and Deputy to the Chancellor for Systems Relations for Minnesota State Colleges and Universities. Author of "The Transformation of the Student Career: University Study in Germany, the Netherlands, and Sweden" (Routledge, 2004), he remains active in the field of international higher education policy. Dr. Nugent holds a Ph.D. in higher education from Pennsylvania State University. He was a student of both language and literature at universities in Germany, France, and Spain.



Sam Eisen

Director, The Language Flagship
DLNSEO

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Sam Eisen is the director of The Language Flagship at the Defense Language and National Security Education Office (DLNSEO). The Language Flagship provides undergraduate students the opportunity to pursue professional-level language proficiency in a critical language through partnerships with U.S. universities and colleges combined with Flagship Overseas Centers. Before joining the federal government, Dr. Eisen taught Russian language, literature, and culture as Assistant Professor of Russian Studies at American University in Washington, DC. He served at the U.S. Department of State (1999-2007) in the Office of the Coordinator of U.S. Assistance to Europe and Eurasia and coordinated the FREEDOM Support Act which funded academic and professional exchange programs with the former Soviet Union. Before coming to DLNSEO, Dr. Eisen served as the Director of the Advanced Training and Research Group in International and Foreign Language Education at the U.S. Department of Education (2007-2011), where he provided oversight for Title VI and Fulbright Hays programming designed to develop and maintain national capacity in foreign language and international and area studies. He holds a Ph.D. and M.A. in Russian Language and Literature from Stanford University and a B.A. in Russian from Amherst College.



Defense Language and National Security Education Office



Amy Heaton

Contractor, DLNSEO
DLNSEO

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Amy Heaton has worked in the field of Second Language Acquisition, Sociolinguistics, and English as a Second Language (ESL) for over 15 years. Beginning with her work as the director of the Foreign Language Division at a contract DLI-Washington school, she has extensive experience working within the DoD language and cultural training enterprise at all levels from operations to policy and in all areas of specialization including curriculum development, teaching, training supervision, teacher training, and translation and interpretation. She has also designed and supervised training for the Foreign Service Institute, U.S. Agency for International Development, and the Defense Intelligence Agency. As managing director at Linchpin International, Dr. Heaton runs all daily operations of the company and also provides contract support to the Defense Language and National Security Education Office (DLNSEO) for the management of their portfolio of technology strategic planning and projects including the Technology Innovation Center at the University of Hawai'i at Mānoa, the ALLEARN seedling project (in partnership with the Office of the Undersecretary of Defense for Acquisition, Technology, and Logistics (USD AT&L), and transitioning of the Advanced Distributed Learnings (ADLs) Pervasive Learning System (PERLS) for use in foreign language training.

INSTITUTE OF INTERNATIONAL EDUCATION

Chelsea Sypher

Director, The Language Flagship
Institute of International Education

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Chelsea Sypher is program director for The Language Flagship at the Institute of International Education (IIE), the administrative agent for The Language Flagship. She has worked with Flagship programs since 2007, first as assistant director for the Arabic Flagship Program at the University of Texas at Austin, and later as director of Special Programs at the University of Maryland (UMD), including leadership of the UMD Arabic and Persian Flagship Programs, Project Global Officer, and the UMD Summer Institute. She began her career in international education as a language educator. She enjoys applying her experience in language teaching and program development to The Language Flagship programs. Chelsea received a BA in International Relations from the University of Sussex, and an MSc in Applied Linguistics from the University of Edinburgh. She has lived, worked, and studied overseas in Iran, Saudi Arabia, Bahrain, the United Kingdom, the Netherlands, South Korea, and Oman.



Technology Innovation Center

THE LANGUAGE FLAGSHIP



Julio Rodriguez

Co-director, Language Flagship
Technology Innovation Center
University of Hawai'i at Mānoa

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Dr. Julio C Rodríguez is Co-Director of the Language Flagship Technology Innovation Center, Director of the Center for Language and Technology, and Director of the National Foreign Language Resource Center at the University of Hawai'i at Mānoa. He has an MA in applied linguistics, and a PhD in curriculum and instructional technology specializing in the context of technology use and integration into language teacher education. Within the broad area of instructional technology, Julio is primarily focused on faculty development programs, project-based language learning, materials development, online course design and improvement, and design-based research. Before joining UH, he directed the curriculum development division for online courses at Iowa State University, where he led and participated in several grant-funded materials development projects including an award-winning online course. Julio has published and presented on instructional technology, project-based language learning, and design-based research, including a co-edited publication on design-based research in computer-assisted language learning.



Madeline K. Spring

Director, Chinese Language
Program; Co-director, Language
Flagship Technology Innovation
Center
University of Hawai'i at Mānoa

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Dr. Spring is Co-Director of the Language Flagship Technology Innovation Center, Professor of Chinese Language, and the Director of the Chinese Language Flagship Program at the University of Hawai'i at Mānoa. She earned her Ph.D. in Chinese Language and Literature at the University of Washington. Her research interests are divided between medieval Chinese literature and current issues in Teaching Chinese as a Foreign Language (TCFL) with a focus on curricular design and implementation, content-based instruction, intercultural communication, and assessment. She authored "Making Connections: Improve Your Listening Comprehension in Chinese" and has written numerous articles about various aspects of TCFL. She is a frequent presenter on topics such as curricular development, assessment, teacher beliefs, adapting authentic materials, technology, literacy, immersion Chinese curricular issues, teaching reading, writing, cultural competence, and online communities. Dr. Spring has played a leadership role in defining and disseminating information about the Chinese Language Flagship Programs both nationally and internationally.



Gretchen Yamaguchi

Program Coordinator, Language
Flagship Technology Innovation
Center
University of Hawai'i at Mānoa

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Gretchen Yamaguchi is the program coordinator for the Language Flagship Technology Innovation Center (Tech Center). Her diverse blend of experience and skills includes teaching Spanish for 6 years, owning and operating a small business for 14 years, and working in the public health field for 6 years. In the Spanish classroom, she developed and pioneered a blended curriculum for middle and high school students. As a small business owner, she managed a Veterans Administration contract to provide vocational-educational counseling services for the Transition Assistance Program at Pearl Harbor. As a public health educator, she provided direct services and helped coordinate several community-based projects. She holds a Master of Arts degree in Second Language Studies with a specialization in Foreign Language Teaching and Master of Public Health degree with a specialization in Health Education.



Ken Kiyohara

Instructional Designer
University of Hawai'i at Mānoa

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Ken Kiyohara is an instructional designer and brings in a balanced mix of professional and academic experience to the Language Flagship Technology Innovation Center. He holds his master's degree in Teaching Japanese as a Second Language from the University of Iowa as well as a master's degree in Business Administration. He also worked for the University of Hawai'i Community Colleges as an international program coordinator and developed international customized contract training programs. As a study abroad advisor, he sent UHCC students mainly to Japan, China, Korea and Vietnam. He also instructed Japanese language as well as business, management and marketing courses at UH Community Colleges. Ken also developed continuing education and workforce development courses at the Office of Continuing Education and Training at Kapi'olani Community College. He is also a state certified continuing education instructor for real estate schools in Hawaii. Ken is currently undertaking his Ph.D. program in the Learning Design and Technology at the University of Hawai'i at Mānoa. He served as the president of American Society of Training and Development (Hawai'i chapter) in 2009.

Collaborators



Marcus Birtwhistle

Mobile Learning Consultant
DoD Advanced Distributed Learning

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Marcus Birtwhistle serves as a specialist and advisor on mobile technology and mobile learning for ADL's Mobile Learning Team. He provides a Certified Knowledge Manager background by way of the CASCOM Knowledge Management Office, where he focused on integrating people, processes, and technology through mobile technology utilization and social media. He has a particular interest in strategic alignment of organizational and systems infrastructure components to foster a mobile technology and enables mobile learning, mobile and distributed workforce, and performance support in the military and government. He also applies his interest in process improvement to promoting effective mobile development, user interface (UI), and user experience (UX) principles to mobile learning implementations.



Michael Freed

Program Director
SRI International

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Michael Freed, Ph.D., is a Program Director for Artificial Intelligence at SRI International where he leads work on intelligent virtual assistants in education, workforce productivity, and healthcare. Recent projects include serving as Principal Investigator for the DARPA Bootstrapped Learning project, aimed at letting users modify software by -teaching- instead of reprogramming, and the DARPA RADAR project aimed at creating a machine-learning based personal assistant to help users cope with information overload. His work on technology enhanced learning started in the early 90s at the Institute for the Learning Sciences and Northwestern University. He currently leads the PERLS project, an intelligent assistant and integration architecture for the ADL Personal Assistant for Learning program.



Trude Heift is professor of linguistics in the Department of Linguistics at Simon Fraser University. Her research investigates aspects of applied and computational linguistics by focusing on the design and evaluation of CALL systems. Her main research interests are in learner-computer interactions, automatic analysis of learner language, learner modeling and adaptive learning. She is the author of etutor, an adaptive online intelligent language tutoring system for German and co-editor of Language Learning & Technology.

Trude Heift

Professor
Simon Fraser University

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Collaborators

Jianling Liao

Director
Arizona State University

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Liao Jianling is an assistant professor of Chinese at Arizona State University and the director of the Chinese Flagship Program at ASU. She received her Ph.D. in Second Language Acquisition from University of Iowa. Her research work focuses on the L2 interlanguage development, especially in the dimension of speaking. She is also interested in the interactive relationships between interpretive and presentational language proficiency. Her other interests include computer mediated language learning and proficiency gains in study abroad learning settings.



J. Scott Payne

Principal Instructional Design
Analyst
McGraw-Hill Education

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Dr. Scott Payne is a principal instructional design analyst at McGraw-Hill Education. He was previously the director of academic technology services at Amherst College and a faculty member in the Applied Linguistics Department at Penn State, as well as assistant director for Technology and Research at the Center for Language Acquisition. His research seeks to better understand the cognitive burden specific instructional tasks place on learners in technology-mediated learning environments.



Branka Sarac

Dr. Branka Sarac is director of Technology Integration, Distance Learning School, Continuing Education Directorate at the Defense Language Institute Foreign Language Center (DLIFLC). She has worked in language education for over 20 years, managing language programs, overseeing design and development of online, self-paced, web-based assessment, language and cultural instructional materials, and teaching Serbian/Croatian (S/C) language and literature. At DLIFLC since 2001, Branka has worked as a Serbian/Croatian faculty, curriculum developer, educational technology specialist, multimedia department chair, and assistant dean of Technology Integration Division, Directorate of Language Science and Technology. Prior to coming to USA, she worked as a high school teacher, S/C editor and briefly as a journalist in Novi Sad, Serbia. Her research interests are second language acquisition, online learning, and games. Branka is a member of the Executive Council of Foreign Language Association of Northern California (FLANC), the Computer Assisted Language Instruction Consortium (CALICO) and the American Association of the Teachers of Spanish and Portuguese (AATSP).

Collaborators



Julie Sykes

Director, Center for Applied Second
Language Studies
University of Oregon

jsykes@uoregon.edu

Julie Sykes earned her Ph.D. from the University of Minnesota with a focus on applied linguistics and second language acquisition. Julie's research focuses on the use of digital technologies for language acquisition with a specific focus on inter-language pragmatic development and intercultural competence. She has taught courses on second language teaching and learning methodology and research, language learning and technology, Hispanic linguistics, and inter-language pragmatic development. Julie's experience includes the design, implementation, and evaluation of online immersive spaces and the creation of place-based, augmented-reality mobile games to engage language learners in a variety of non-institutional contexts. She has published various articles on CALL-related topics, including synchronous computer-mediated communication and pragmatic development, gaming and CALL, and lexical acquisition in digitally mediated environments. Julie serves as the UO scholar-in-residence and is associate professor in the Department of Linguistics at the University of Oregon.

Anthony Tam

Program Manager
Arizona State University

anthony.tam@asu.edu

Anthony Tam is the program manager of the ASU Chinese Flagship Center, responsible for planning and managing all aspects of the center and its programs. Since 2008, the Chinese Flagship Center funded by the National Security Education Program, has been offering innovative and dynamic programs for undergraduate students in achieving a professional level of Chinese proficiency while simultaneously pursuing any major of their choice. He also manages ASU Flagship Linkages Program which pioneers developing a robust system to increase the proficiency and scale the student pipeline from K-12 into the university programs. Anthony is an international professional with diverse management and marketing experiences in education and technology. Previously, he served in the senior management of a number of corporations and startups including Intel Corporation, Deepdive Technologies, Salsa Semiconductor and Eastbridge Investment Group Corporation. He earned his MBA and B.S. degree in Computer Science from Brigham Young University.



Steven Thorne

Associate Professor
Portland State University

sthorne@pdx.edu

Steven Thorne (Ph.D., UC Berkeley) is associate professor of Second Language Acquisition in the Department of World Languages and Literatures at Portland State University (USA), with a secondary appointment in the Department of Applied Linguistics at the University of Groningen (The Netherlands). His research utilizes cultural-historical, usage-based, distributed, and critical approaches to language development, often with a focus on human interactivity in technology-culture contexts. He is currently working on a variety of projects that examine mobile media and place-based learning, technology use within and outside of formal educational settings, Indigenous language maintenance and revitalization, and interventions that situate language learning at the heart of university study. In 2014, he was selected to receive the Faculty Research Excellence Award for assistant and associate professors at Portland State University. His research has appeared in numerous edited collections and academic journals. Book length works include a co-edited book on Internet-mediated Intercultural Foreign Language Education (Thomson/Heinle, 2006), the co-authored volume Sociocultural Theory and the Genesis of Second Language Development (Oxford University Press, 2006), and two forthcoming co-edited volumes: Volume 9: Language, Education, and Technology, in the Encyclopedia of Language and Education (3rd Edition) and Engaging the World: Social Pedagogies, Language Learning, and Language Programs in the 21st Century.

Notes



Welina Mai

Founded in 1907, the University of Hawai'i at Mānoa is the flagship campus of the University of Hawai'i System. A destination of choice, students and faculty come from across the nation and around the world to take advantage of UH Mānoa's unique research opportunities, diverse community, nationally-ranked Division I athletics program, and beautiful landscape. Consistently ranked a "best value" among U.S. colleges and universities, our students receive a quality education and have a unique, multicultural and global experience in a Hawaiian place of learning—truly like no place else on Earth.

CAMPUS LOCATION

Mānoa, just outside downtown Honolulu, on the island of O'ahu

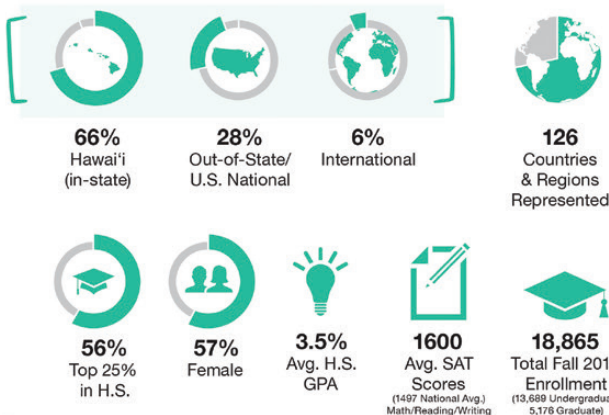
CAMPUS SIZE

320 acres

INSTITUTION TYPE

Land-, sea- and space-grant research institution

STUDENT CHARACTERISTICS



36.2%
*Asian

22.6%
Caucasian

16.7%
*Native
Hawaiian

14%
Multiracial

6.5%
International

1.9%
Hispanic

1.5%
African
American

0.4%
Unknown

0.3%
American
Indian or
Alaskan
Native

*Asian
8.6% - Japanese
8.6% - Filipino
8.3% - Mixed Asian
6.1% - Chinese
2.6% - Korean
2% - Other Asian

*Native Hawaiian
or Pacific Islander
14.8% - Native
Hawaiian or Part
Hawaiian
1.9% - Pacific Islander

ACADEMIC PROGRAMS

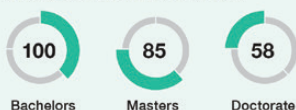
19 COLLEGES & SCHOOLS

- Architecture
- Arts & Sciences
 - Arts & Humanities
 - Languages, Linguistics & Literature
 - Natural Sciences
 - Social Sciences
- Business
- Education
- Engineering
- Hawaiian Knowledge
- Law
- Medicine
- Nursing & Dental Hygiene
- Ocean & Earth Science & Technology
- Outreach College
- Pacific & Asian Studies
- Social Work
- Travel Industry Management
- Tropical Agriculture & Human Resources

SPECIAL ACADEMIC OPPORTUNITIES

- Honors Program
- International Research
- National Student Exchange
- Study Abroad & Mānoa International Exchange
- Student Internships & Cooperative Education
- Undergraduate Research Opportunities Program

NUMBER OF DEGREE PROGRAMS



Ranking	Global	U.S.
Academic Ranking of World Universities (Shanghai Jiao Tong University)	151-200	66-78
NTU Ranking (Taiwan)	186	71
TIMES World University Ranking (UK)	201-250	67
QS World University Ranking (UK)	327	65
U.S. News Best Global Universities Ranking	314	104



Top 1.5%
UH Mānoa is
consistently ranked
among the top 1.5%
of nearly 24,000
universities in
the world!

RESEARCH & RECOGNITIONS

- Classified by the Carnegie Foundation as having "very high research activity," UH Mānoa is known for its pioneering research in such fields as oceanography, astronomy, Pacific Islands and Asian area studies, linguistics, cancer research, and genetics.
- Nine of UH Mānoa's faculty are currently members of the National Academy of Sciences, the National Academy of Engineering and the National Institute of Medicine.
- Factoring in the number of earned doctorates, number of full-time graduate students, total federal obligations, and total R&D expenditures, the National Science Foundation currently ranks UH Mānoa 71st among the top research universities in the United States.

PROGRAMS & ACADEMIC AREAS

WHERE UH MĀNOA IS RANKED:

Agriculture & Forestry, Biological Sciences, Business, Chemistry, Clinical Psychology, Earth & Marine Sciences, Earth Sciences, Economics, Education, Engineering, English, Environment/Ecology, Fine Arts, Geosciences, History & Archeology, Law, Library & Information Sciences, Library Media, Linguistics, Mathematics, Medical Schools-Primary Care, Medical Schools-Research, Natural Sciences, Nursing, Physics, Psychology, Public Affairs, Rehabilitation Counseling, School Library Media, Sciences, Social Sciences, Social Work, Speech-Language Pathology.



Technology Innovation Center

THE LANGUAGE FLAGSHIP

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