

MAFLT @ MSU

Fall 2018 / Spring 2019

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INCOMING STUDENTS

As of this academic year, we have accepted over 100 students into the MAFLT program, and we remain the largest graduate program in the College of Arts and Letters. Here are the newest members: **Jake Berrey** teaches Spanish in California. **Brittany Brenner** teaches French and Spanish in Missouri. **Isabella Dolehanty** is an English specialist in Japan now, but plans to teach Japanese. **Amanda Rich** teaches French in Arkansas. **Alberto Rocha Vazquez** (who goes by Pablo) teaches Spanish in New Hampshire. **Sara True Gutierrez** teaches French and Spanish in Iowa. If you see them in a course with you, please welcome them, and look for their profiles to appear in the MAFLT Community and on our [Students](#) page.

MAFLT by the NUMBERS

Languages Taught

14

U.S. States

30

Countries

10

Graduates as of May

50

WHAT'S NEW IN EAST LANSING?

The MAFLT Program is hiring!

We have been accepting applications for a one-year position, PhD required. We are considering many well-qualified candidates, and we expect to have some new energy in the program by mid-August, if not sooner!

We want you... to present at conferences! Every year we exhibit and present at state, regional, and national conferences. As you work on your EM projects and even course assignments, think about when and where you can share them with other language teachers and teacher educators. We will continue to announce opportunities via email and in the MAFLT Community D2L page.

Website updates, past and future... If you haven't visited the MAFLT website lately, you will notice a number of changes to content and format, and we are getting a major overhaul this year. We will continue to share your work on the Showcase, and we welcome feedback – and assistance!

CONGRATULATIONS to our newest graduates!



Derek Jackson
Orlinda Perea-Montoya
Krystopher Perry
Hilaria Taft
Michele Wellman-Teeple
Kirsten Whitacre

GRADUATING SOON? Register and RSVP!

- [Register](#) to graduate by the first week of your last semester! (link)
- Enroll in FLT 898 Final Portfolio. You will need to request an override.
- Let us know if you are coming to East Lansing for Commencement and our graduation gatherings!



Center for Language Teaching Advancement
MICHIGAN STATE UNIVERSITY

FOCUS ON: EXPERIENTIAL MODULES

PLANNING AND COMPLETING YOUR EXPERIENTIAL MODULE PROJECT

Everyone who graduates from the MAFLT has to do an EM – or two. Everyone who does it learns a lot – but also goes through a long series of challenges. The earlier you start thinking about what you want to do for your Experiential Module, the better. Most students enroll in FLT 885 and complete their EM in their last semester(s) or in the summer prior to their last semester.

We have three key priorities for Experiential Module projects. They are not just a hoop to jump through! 1) Your EM should help you to develop professionally in ways that you believe are valuable to you. 2) It should bring together knowledge and skills you have gained throughout the program. 3) Ideally, your EM should also make a contribution to the pedagogical knowledge and practices of language educators around you.

By the middle of the semester prior to enrolling in FLT 885:

- Go to the MAFLT Community page in D2L and review the information in the Experiential Modules content folder.
- Identify the types of EM that appeal to you and consider what documentation you may be expected to produce and submit.
- Complete the MAFLT Application, which provides the EM Mentor with a preliminary idea of your project(s) and timeline.
- Discuss your plan with the EM Mentor for the semester(s) in which you want to work and request an override to enroll in FLT 885. Aim to do this long before the beginning of the semester!

As you work on your EM project, you will complete a more thorough plan and then meet with your faculty mentor regularly to ask for guidance and discuss progress. You are in the driver's seat, and your mentor is there to help you navigate and get to your destination. When the project starts to overwhelm you, think about how proud you will be to share materials, plans, resources, presentations, and other outcomes in your MAFLT Portfolio.

EM PROJECT TYPES

For 5 credits:

- Action Research
- Ethnographic Project
- Community Outreach
- Language Immersion
- Teaching Practicum
- Assessment Design
- Curriculum Design
- Program Administration or Evaluation

For 2 or 3 credits (combine 2):

- Materials Design
- Professional Seminars
- Conference Participation

Also consider combining project types or designing your own type.

EMs TO EXPLORE

Recent EMs have focused on interculturality, assessment, program design, corpus analysis tools, motivation, and support for particular communities of learners. These are just a few examples. See the [MAFLT Showcase](#) page for more.

Rachel Emery - Spanish

Teacher's guide focusing on intercultural competence for her novel, *Pancho y las momias*

YoungOak Morgan - Korean

Introductory materials for reading and writing in the Korean Hangul writing system

Maggie Rutkowski - Spanish

Learner training modules on corpus-based strategies to support reading of short stories

Krystopher Perry – Spanish

Research on the impact of major assessments on boys' motivation

Alona Shupe – Spanish

Comparison of learner outcomes with TPRS / TCI approaches versus more traditional approaches

Susan Tu - Mandarin

Summer language camp for children in Mandarin Chinese with "Zodiac Zoo" theme

Michele Wellman-Teeple – Anishinaabemowin (Ojibwe)

Community-based, family-oriented course focusing on ceremonies and gatherings

ALUMNI COLUMN

In the column below, MAFLT alumnus Jacob West ('16) writes about the challenges of starting a career as a teacher of a less-commonly taught language (LCTL) and teaching at the university level. Jacob is proficient in both Russian and Arabic thanks to his LSD mission, his time in the U.S. Air Force, university study, and living abroad in Russia and Egypt. He wrote this to offer encouragement and strategies to his peers.

Hello, MAFLT!!! Finding a job can be difficult for everyone, but LCTL teachers have an especially hard time. Here are some things I did that helped me:

- I attended a summer immersion program, (for my MAFLT Experiential Module) and networked with teachers there.
- I attended a STARTALK workshop for Arabic teachers (<http://startalk.umd.edu>).
- I contacted local mosques and universities to see if anyone would be interested in a free community Arabic class. This is what led to my current job teaching Arabic at the University of Utah.

My time studying in the MAFLT program has been a highlight in my life. Now that I'm looking towards the next step, my MAFLT professors are still willing and interested in helping me. They have sent emails checking up on me, given advice, and written letters of recommendation. Just be sure to give them enough time to write the letters!

Attend conferences, workshops, and keep learning. Sometimes this requires searching, and you'll find things you didn't know about before. Sometimes thinking outside the box will open up great opportunities. Study hard, and good luck in your future endeavors!

Jacob West
vbps3@hotmail.com

Need a recommendation letter?

Ask faculty 3 weeks in advance and provide information on the job or program, a timeline, and reminders!

COURSE HIGHLIGHTS

FLT 808 ASSESSMENT IN FLT

Summer 2019 Instructor: Aaron Ohlrogge

Aaron Ohlrogge [ol 'ro gi] is one of MSU's resident experts on creating and administering language tests. He oversees a number of standardized tests for the English Language Center (ELC), of which Dr. De Felice is now the director, and has taught this course for us since 2015. He describes the course for you here:

POP QUIZ! What can you learn in FLT 808 Assessment for Foreign Language Teaching?

- How to develop effective speaking and writing tasks
- How to create and use rubrics to assess spoken and written performances
- Designing and using Integrated Performance Assessments (IPAs)
- The Do's and Don'ts of Multiple-Choice items
- Portfolios, Self- and Peer-assessment, and other "alternatives" in assessment
- How to make classroom tests more valid, reliable, and authentic
- All of the above!

This course takes a practical and interactive look at assessing language proficiency. Language assessment can be intimidating for both language learners and instructors, but we engage in lively discussions and thought-provoking exercises that challenge the way you think about assessment and provide you with concrete, hands-on practice in developing new types of assessments for your own students. We also critically examine the educational, political, social, and economic impacts of standardized language assessments in the classroom and beyond.

ALUMNI UPDATES

As of August 2018, **Allison Comer Djoko ('16)** now works with **Alison Dykman ('16)** at Haslett High School in Michigan, which happens to be the home district for Dr. Lanier's family.

YoungOak Morgan ('18), **Susan Tu ('19)**, and **Sara Eggleston ('17)** have new and improved positions teaching Korean, Chinese, and French respectively.

Several of our alumni have had additions to their families recently, including **Stephanie Bennett ('16)** in Georgia, **Orlinda Perea Montoya ('18)** in North Carolina, and **Krystopher Perry ('18)** in Ohio. Congratulations!

Carmen Durham ('16) co-presented a roundtable at AAAL 2019 based on work for her PhD in Maryland.

MSU TECH THAT MEETS MAFLT NEEDS

You can find useful links in every course syllabus and D2L page and in the MAFLT Community, but here are a few that you should make time to explore.

For your work as a student and teacher:

- [Distance Learning Services](#) – see guides and links.
- [MAFLT Library Guide](#) – specifically designed for us.
- [Spartan365](#) and [Spartan365 Training](#) – Microsoft productivity tools.
- [MediaSpace](#) – Create, edit, store, and share videos.
- [Qualtrics](#) – survey software.

For your own interest (and maybe teaching too):

- [Mango Languages](#) – and other language learning resources.
- [Kanopy](#) – critically acclaimed films in many languages – watch and create clips for class.
- [The Liberal Arts Endeavor Podcast](#) - from the deans' office.
- [Collaborative Edges: Across Languages and Cultures](#) – podcast and site.
- [CeLTA Languages](#) site – "stories of the transformative power of language."

SUMMER 2019 COURSES

- FLT 807 Methods of FLT
- FLT 860 F/SLA
- FLT 808 Assessment
- FLT 885 EM Project*
- FLT 898 Final Portfolio*

TIME TO ENROLL!

See syllabi at maflt.cal.msu.edu/courses.

* Must request override from instructor.



CONFERENCES AND WORKSHOPS

Spring 2019 has been very busy with conferences and workshops, including presentations by and with your MAFLT peers. **Follow the links below for information about these past events:**

- 2/22 - [SLS Symposium](#) at MSU
- 2/23 – [Conversation among CALLeagues](#) at MSU
- 3/9-12 – [AAAL Conference](#) in Atlanta
- 3/14-16 – [Central States Conference](#) on FLT
- 3/21-23 – [Southern Conference](#) on FLT

Upcoming events in 2019:

- 4/13 – [Mind the Gap](#) conference on teacher-researcher connections – attend virtually!
- 5/3 at 3:30pm – MSU Spring Commencement
- 5/21-25 – [CALICO Conference](#) in Montreal
- 9/20-22 – [Second Language Research Forum](#) hosted by Michigan State SLS Program
- 11/22-24 – [ACTFL Convention](#) in D.C.

There are many opportunities to participate as an attendee or presenter! Contact faculty to discuss.

