This 36-hour workshop provides hands-on training and instruction using the Blackboard Course Management System. The workshop has been designed to familiarize participants with the tools and functionalities of Blackboard, experience tasks and activities for classroom instruction, and create their own Blackboard site, incorporating curriculum, homework assignments, and special assistance lessons. The focus will be on effectively applying the capabilities of Blackboard in the foreign language classroom.
Academic Development Program

- Semester-Long Courses/Hybrid format
  - Foreign Language Education (FLED) I & II
  - Foreign Language Education III (Counseling)
  - Microsoft Applications for Classroom Use
  - Microsoft Applications for Intermediate Users
FLED Courses

**FLED I** seeks to develop teachers’ awareness of and knowledge about language learning theories, key concepts, and hypotheses in L1 and L2 acquisition.

**FLED II** progresses to developing and improving the teacher’s skills and expertise in classroom practices. The focus of this course is on the professional development of the classroom teacher via a *critical and reflective* approach to examining one’s teaching.

**FLED III** aims to increase teachers’ awareness of the role that learner variables play in achieving maximum proficiency, and to help them develop skills addressing those variables.
English for Specific Purposes

- English in the DLI Workplace
  - Effective e-mail communication
  - The language of grammar
  - Writing Tips for TAPES
  - Polishing your Presentation

- Academic English Skills
  - Academic Writing
  - Test of English as a Foreign Language (TOEFL) Preparation
  - Academic English Skills

- English Proficiency Development I & II
- Public Speaking
- Monthly Grammar Forum
New programs offered by Faculty Development designed to provide teachers and schools additional training, development, and support in order to ensure that students receive the best instruction possible

- Individually tailored mentoring plans are developed in coordination with the teacher, the Faculty Development Specialist, and School leadership
- Focus is on the teaching skills necessary for the DLI context (the American military learner, FLOs, DLPT V)
new program in development
intended to help teachers develop their own mentoring skills
teachers gain knowledge and skills in mentoring and training one another
teachers’ informal mentoring may be formalized as an ancillary duty
strengthens collaboration between FD and schools to meet training needs of the faculty
Visiting Scholar Program

• Visiting Scholar Program at DLIFLC
  – The Faculty Development Division manages the Visiting Scholar (VS) Program at DLIFLC.
  – The VS program brings experts from other academic institutions across the country to DLI
    • to conduct customized workshops
    • to provide plenary presentations
  – The objective of the program is to enhance the knowledge and skill of the DLI faculty and management in order to improve their ability to carry out the DLIFLC mission.
Plenary Presentations (2009)

Plenary is usually for 90 minutes with Q&A at the end. It is open to all DLI faculty members.

- **Dr. Leo van Lier** (Monterey Institute of International Studies): “The State of Language Teaching and Importance of Teaching Grammar”

- **Dr. Patsy Lightbown** (Concordia University): “Weaving the Strands in Foreign Language Classroom”

- **Dr. Teresa Pica** (University of Pennsylvania): “Form-Focused Tasks: Their Multiple Roles”

- **Dr. Claire Kramsch** (University of California Berkeley): “Ecological Perspectives on Foreign Language Education: The Theory and Practical Implications”
Plenary Description
Intercultural awareness and understanding the principles of cultural translation has become increasingly important in language comprehension. It is especially critical for DLI students who are required to comprehend higher level texts. Ecological approaches to language learning and teaching have captured the interest of language educators as both native and non-native speakers find themselves operating in increasingly multilingual and multicultural environments. In this plenary, Dr. Claire Kramsch will conceptualize what an ecological perspective on foreign language education would look like based on complexity theory. Dr. Kramsch will discuss the notion of ‘symbolic competence’ and explore how it might be developed through foreign language education in institutional contexts. She will also explore how culture permeates the whole language learning enterprise and how teachers can best channel this process in their classrooms.

Dr. Claire Kramsch is Professor of German and Affiliate Professor of Education at UC Berkeley, and the former Director of the Berkeley Language Center, which she founded in 1994. Dr. Kramsch is the past president of the American Association of Applied Linguistics and the past editor of the international journal Applied Linguistics. Over the last thirty years, she has been active in foreign language teacher development and has written extensively on language, discourse, and culture in applied linguistics. Dr. Kramsch’s new book The Multilingual Subject is coming out next spring with Oxford University Press.
Workshops in 2009

Workshop length: 4 hours to 40 hours.
Participants need to enroll the workshop ahead of time.

- **Dr. Donald Freeman** (Univ of Michigan) & **Dr. Kathi Bailey** (MIIS):
  - Training and Facilitation Skills for Teacher Trainers

- **Dr. Patsy Lightbown** (Concordia University):
  - Form-Focused Instruction and Feedback on Error in Language Teaching

- **Ms. Jamie Hester** (National Security Agency):
  - Scenario-Based Language Analysis
  - Accessing Meaning in Level 3 Tests

- **Dr. Teresa Pica** (University of Pennsylvania):
  - Content-Based and Language-Focused Tasks
  - Designing Form-Focused Tasks

- **Mr. Les Stroh** (University Associates):
  - Designing Experiential Learning (DEL)
  - DEL Clinic Sessions
2010 Visiting Scholar Program

• **Dr. Kathi Bailey** (MIIS) on Dec 21, 2009
  – Plenary “Pursuing Professional Development Through Reflective Teaching”

• **Ms. Susan Callahan, Dr. Bogdan Sagatov, & Ms. Eugenia McDaniel** (National Cryptologic School) on Jan 25-29, 2010
  – Train-the-Trainers Sessions on ScribeZone

• **Dr. Nina Spada** (University of Toronto) on Feb 3-4, 2010
  – Plenary “Isolated or Integrated FFI: Should we separate grammatical teaching from or embed it within communicative practice?”
  – Workshop “Corrective Feedback and L2 Learning: Not A Simple Matter”

• **Dr. Joan Rubin** on Mar 23-24, 2010
  – Workshop “Developing Listening Comprehension Skills Through Learner Self-Management”

• **Jamie Hester** (National Cryptologic School) on Apr 12-15 & June 7-10, 2010
  – Workshops on FLO Skills

• **Dr. Claire Kramsch (UC Berkeley)** on May 27-28, 2010
  – Workshop on Culture and Language
ScribeZone Workshop

- **ScribeZone Workshop for Language Instructors and Course Developers: January 25-29, 2010**
  - This is a 40-hour workshop designed to teach foreign language instructors and course developers how to create aural-based language courseware and deliver courses using the ScribeZone Training Tool.
  - It will be offered in the FD computer lab as a “train-the-trainer” session for 18 potential trainers of the ScribeZone at DLI.
  - Most of the workshop will be devoted to hands-on practice with ScribeZone. Participants will complete a hands-on application project and will design a transcription lesson.
  - **Presenters:** Ms. Susan Callahan, Dr. Bogdan Sagatov & Ms. Eugenia McDaniel from National Cryptologic School (NCS)
Professor Nina Spada (University of Toronto)

- Plenary: “Isolated or Integrated Form-Focused Instruction: Should we separate grammatical teaching from or embed it within communicative practice?”
  - Thursday, February 4, 2010
  - At Tin Barn (open for general public)

- Workshop: “Corrective Feedback and L2 Learning: Not a simple matter”
  - Three iterations of half-day workshop:
    - AM and PM on Wednesday, February 3, 2010
    - AM on Thursday, February 4, 2010
  - At DOD Center (pre-enrollment required)
Ms. Jamie Hester from National Cryptologic School (NCS) will provide two iterations of FLO skills-related workshops:

- Iteration 1: April 12-15, 2010
- Iteration 2: June 7-10, 2010

- Courses offered in each iteration:
  - Questioning Techniques (6 hours)
  - Dictation Techniques (6 hours)
  - Teaching Before Translating (8 hours)
  - Teaching Before Transcribing (8 hours) in the lab