

***ESSENTIAL* FLEXIBILITY,  
CREATIVITY AND  
AGILITY:**

---

***THE NECESSITY OF LANGUAGE CENTERS AT INSTITUTIONS  
WITH INCREASINGLY CENTRALIZED TECH SERVICES***

PAULAOKI, PHD & RUSSELL HUGO, PHD  
UNIVERSITY OF WASHINGTON

## 2 THE ELEPHANT IN THE ROOM: COMPUTER LABS

---

- Reduction, but not a cessation, of course usage, yet physical space is still a necessity.
  - Pairing
  - Media presentation (individual or group-based)
  - Summer programs needing accessible technology (e.g., GIS, Digital Storytelling)

### 3 HOW ELSE ARE OUR PHYSICAL LABS BEING USED?

---

- Testing (especially for underserved communities)
  - LCTLs & Heritage Languages (e.g., Quinault)
- Mediated and supervised distance education / language partnering
- Self-study
  - ELLs
    - E.g., American Speech Sounds
  - FLLs

## 4 ACTIVE LEARNING CLASSROOMS

---

- Prioritizing audio, video and movement for language learning
- Distance education
  - Teleconferencing / remote instructors
- Conference support (e.g., Indonesian, French)
- Summer programs / Outreach
- Professional development

# 5 OTHER PHYSICAL SPACES

---

- Audio/Video studio
  - Student projects/homework
  - Faculty projects
    - Spanish Dialogos
    - Kazak
    - E.g.,
  - College and Departmental Projects
    - Bangla, Urdu, Hindi shorts (cost concerns)



## 6 CENTRALIZING RESOURCES: – ONE SIZE, STILL, DOES NOT FIT ALL

---

UWIT (Catalyst, MOODLE, Canvas)

- Partnering (Panopto, TLT)

UW Video

Classrooms

+ Greater consistency

+ Greater access

- Less flexibility

- (Often) less features

- Less personalized support

- More costly

## 7 PHYSICAL TO DIGITAL MEDIA: DO CENTERS STILL HAVE A ROLE TO PLAY?

---

- Language media is plentiful and accessible.
- However:
  - Quality is questionable.
  - Longevity is not guaranteed.
- Centers can provide curated, annotated, easily-searchable and **copyright-cleared language** and cultural educational media content (e.g., SCOLA, Streaming international TV).
- A greater benefit for less-commonly taught languages.

## 8 PHYSICAL TO DIGITAL MEDIA: DO CENTERS STILL HAVE A ROLE TO PLAY?

---

- Faculty support
  - Archiving
  - Format transfer
  - Editing
  - Production
  - Hosting streaming content (cost issues for less wealthy departments)



## 9 A GREATER DIVERSITY OF NEED

---

- Interdepartmental collaboration
  - Literature / Film
  - Linguistics
  - Policy
  - History
- A need for accessible authentic cultural content.

# 10 IN THE MODERN SCENARIO, LLC'S CAN UTILIZE THE FOLLOWING TO SUPPORT STUDENT LEARNING

---

- Flexibility
  - Create and provide solutions specifically for language education.
- Creativity
  - Champion unique ideas and faculty development.
- Agility
  - Able to quickly and effectively shift / adapt to new projects and ideas.

# II SKILLS THAT STUDENT ASSISTANTS AND SUPPORT STAFF SHOULD IDEALLY HAVE

---

- Applied (or theoretical) linguistics (e.g., SLA, Comp ling)
- Cultural competence
- Web coding (e.g., JS, CSS, PHP, MySQL)
- Programming (e.g., JAVA, C#)
- Graphic design
- Video production
- Audio engineering
- Learning Management System course / content development (e.g., MOODLE, H5P)

## I2 PRIMARY TYPES OF THE SUPPORT THAT FACULTY / STUDENTS NEED

---

- Web development
- Software development
- Course development (Particularly less-commonly taught languages)
- Graphic design
  - Pre-press / e-texts
- Audio / Video production
  - Content creation / documentation / refreshing / streaming

# 13 FREEING UP RESOURCES TO MEET NEW DEMANDS

---

- The reduction in computer lab and physical media duplication demand has been accompanied by a greater demand for other types of support, including options for supporting more intensive and complicated projects. At a broad level this includes much more collaboration.
- Examples:
  - Professional development (e.g., WAFLT, NHLRC, etc.)
  - Educational outreach (e.g., Lushootseed, Yakama, Makah, MELL)
  - Grant-based programs / projects (e.g., STARTALK, Inuktitut)
  - Research and Development (e.g., Vocabot, BULAVOCA, FLOM, LEDS)



14

## AS LONG AS LANGUAGE AND CULTURE ARE TAUGHT THERE WILL ALWAYS BE THE CRITICAL NEED FOR A LANGUAGE LEARNING CENTER.

---

Through collaboration with various university faculty, staff and administration, as well as off-campus organizations, our roles and project output has only increased with the recent downward trend in traditional language center utilization.

We believe that there is still a very clear need for specialized support for language education on university campuses, and as systems become more centralized and time becomes more limited, truly innovative projects will require more care and dedication, which is something that a more flexible and agile center can provide.

