Despite a long, uncharacteristically cold winter (which reminded me what "below-zero" actually feels like), it seems that spring is finally finding its way to Baltimore. I can almost smell the magnolias and cherry blossoms, and I am sure you too are anxiously awaiting a warm spring.

As the Center for Language Education looked to its 5th Year Anniversary on January 1st, 2014, I am happy and grateful for the collegiality and unity that we have enjoyed. I am also especially glad to have come to know everyone in the CLE much better over the past several years. I hope the many changes that have come step by step with everyone’s support and cooperation have made your life at Hopkins more productive and enjoyable. My sincere thanks go to everyone who helped to carry out so many positive changes. The Center is better organized and more unified than ever, with full-time faculty placing a high value on their work and raising the standards of language education for our students. The effort will continue with valuable input from all.

The Center for Language Education offers funds to students who plan to study abroad during their fall, spring and summer semesters after completing at least one year (two terms) of language courses at CLE. The scholarship is $1,000 per student and is awarded based primarily on strong recommendations by our language instructors. Applications are currently being accepted from students who plan to study abroad during summer 2014. The deadline is Monday, April 28th. We congratulate all of the recipients of the CLE Study Abroad Scholarship thus far, and hope many students will take advantage of the opportunity to see a different part of the world and gain a new depth of understanding in their language education.
**Outcome Of LCTL Conference**

Collaboration and relationships are growing following the inaugural conference on Less Commonly Taught Languages (LCTL) held last May at JHU. Many activities among language programs of surrounding universities in the Academic Cooperative Program have taken place during the year after the conference.

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**Chinese**

**Reunion Dinner During Chinese New Year**

Chinese New Year is a beautiful festival that brings people together. This year we were so lucky to be able to celebrate it with our colleagues from Towson and Loyola University. The New Year reunion dinner was held on February 7th, 2014 in “Hunan Taste,” a well-known Chinese restaurant in Catonsville. The food was delicious and the communication was inspiring.

Many wonderful teaching ideas were shared among the teachers including textbook selection, use of multi-media technology, incorporating culture into language teaching, methods of assessing student progress, and so on.

The topics of our conversation, of course, were not limited only to teaching. We also talked about issues in our personal life, such as tips for keeping healthy and energetic or how to balance work and family.

According to the Chinese zodiac 2014 is the Year of the Horse, which symbolizes success and prosperity. We wish that by closely connecting and collaborating with each other, we can make our local Chinese teaching community stronger than ever.

-NAN ZHAO, CHINESE LANGUAGE INSTRUCTOR

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**CLE Study Abroad Scholarship Awardee**

(cont’d from page 1)

The most recent recipient of the award is **Ms. Sophia Geron-Neubauer** (Hebrew). Congratulations and good luck to you in Israel during spring 2014. Sophia shares her study abroad experience below!

**Sophia Geron-Neubauer, Israel**

It is a wonderful and rewarding experience to study abroad in a foreign culture. In the initial adjustment period, every victory, no matter how small, inflates your ego like no other. You rode the bus and didn’t get lost? Good job! You bought groceries, found a way to carry them all back to your apartment, and can now feed yourself? Amazing! Keep up the good work. You walked to the university and found your correct classroom? After class, you stopped by the bank and exchanged money? Wow. You’re good.

Whereas these small victories may seem exactly that—small—I argue that they are so much more. Learning to manage yourself, your studies, and your life in a foreign country demands your full attention, patience, intuition… and other life skills—academic, social, and otherwise—that an intensive Hopkins education has strengthened. Navigating the public transportation and arriving safely at your destination may have involved working up the courage to ask strangers or bus drivers in your new language for help buying your ticket. It means you’ve taken the time to

(cont’d on page 3)
The Japanese Global Articulation Project (J-GAP) (http://j-gap.wikispaces.com/) is a project within the Japanese Language Education Global Network funded by the Japan Foundation. The goal of this project is to obtain articulation in Japanese language education world-wide. The US team was established in 2011 for the communication among Japanese language educators centering around the University of Virginia and the Mid-Atlantic area.

As Director of CLE, I’ve become an active participant in this project and have been attending workshops and conferences since 2011 as a representative of Maryland Universities that offer Japanese. One of the things I started for the articulation project is to connect with educators at other institutions, such as the University of Maryland (horizontal articulation) as well as high school teachers in Maryland (vertical articulation). We are hoping to expand this circle to much wider areas and learn from each other in regard to Japanese language teaching. Among the successful connections made last year was with high school teachers and students from across Maryland.

High School Teachers, Students and Parents Visit 1st Year Japanese at JHU

In November 2013, Ms. Yukie Moorman made a second trip to JHU with students taking Japanese at Whitman High School in Bethesda, MD. This year, they visited Ms. Katagiri’s conversation class. We invited high school students to mingle with the JHU students in Japanese and demonstrate their conversation skills in front of the class. Many high school students are eager to continue in the language that they studied in high school. However, once they start taking Japanese at a post-secondary level, many realize that instruction at the college level is quite different from that in high school. For example, Japanese college instruction includes an in-depth treatment of grammar and culture much more thoroughly as an academic subject. It is a great experience for them to visit classes offered at college and see how the language is taught. On the day of their visit, we had a blast, and they gained much from the experience.

Gathering of Japanese Educators

On March 21st, 2014, during the spring break, Japanese language educators from Towson, UMBC, and JHU met to discuss various matters of Japanese language teaching. We exchanged information and ideas and are planning to visit each other’s classes and exchange teaching materials to further improve our teaching practices.

A Visit to High School Japanese Class

On March 8th 2014, Yuki Johnson visited Whitman High School to demonstrate college level Japanese language instruction to students taking the AP Japanese class. This was the second such visit to a high school class to demonstrate how language is taught at a university. It is clear that instruction at high school and college levels do not have to be same, and that learner’s needs and age groups create a host of distinct requirements that should be accommodated differently. It is great for us to know this difference and better understand how to prepare high school students from the beginning to build a solid foundation for future language learning.

(Below left) Yuki Johnson and Satoko Katagiri with Whitman High School Japanese students, (above right) Whitman High School Japanese students practice their conversation skills, (below right) Yuki gives a demonstration of college-level Japanese instruction for senior Japanese students.
The extensive shopping list was completed and the big day had arrived. Shortly before noon one Friday in February, Zvi Cohen was setting up his array of exotic-looking supplies in the Smokler building, while CLE’s own Julia Friedrich got her photographic gear ready and started asking questions. The next few minutes saw the steady arrival of a dozen or so of Zvi’s beginners’ Hebrew students and a handful of opportunistic by-standers, all flush and stomachs aflutter with excited anticipation. Weeks of Hebrew food talk at noon were approaching their culinary climax. The question on everyone’s mind: Would the prof’s hummus live up to the hype?

Studying a foreign language also means learning about the cultural life of the society that speaks it, and anyone vaguely familiar with Jewish culture in Israel and elsewhere, knows that in it food takes a seat very near the head of the table. And so it came to be that, in response to one hungry student’s suggestion, all were assembled for a session of making and consuming Zvi’s authentic hummus. In Hebrew, no less.

There was much banter, with many Hebrew questions and comments about the strange items on the table. There were cans of chickpeas, jars of tahini (the tortured-American name for sesame paste), heads of garlic, lemons and EVOO; exotic, aromatic spices alongside the humble salt and pepper; large bunches of dill and flat-leaf parsley for garnish as well as canned pickles and hot peppers for the adventurous, and plenty of pita to wipe it all up with. Introductions were made, pictures snapped, ingredients chipped and chopped. Martha popped several hot peppers without even breaking a sweat.

Before long, the chatter was joined by the pleasant humming of Zvi’s immersion blender as it pulverized the ingredients, turning them into creamy temptation. Occasionally, he’d pause the blending to call for more garlic from one student or lemon from another, or to check on the pita cutters’ and can openers’ progress. All the while jokes, questions and answers flew back and forth, until it was time to fill each students’ (and Julia’s) container with freshly-made, olive-oil parsley and dill topped hummus.

From this point on, only the joyous sounds of appreciative eating could be heard, punctuated by an occasional satisfied utterance. None of which required translation, as Julia surely would testify were she not eating.

-ZVI COHEN, HEBREW INSTRUCTOR

The finished product tasted even better than it looks!

CLE SAYS FAREWELL TO TWO LONG-TIME FACULTY

One of the keys to the success of CLE is the hard work and dedication each faculty member brings to the teaching and diffusion of their language. We are honored to say that Choonwon Kang and Liman Lievens are among our faculty. At the end of this academic year we say ‘farewell’ to these two extraordinary individuals as they venture into the next exciting chapter of their lives.

For over 20 years, Choonwon Kang has been the backbone of the Korean Language program at Hopkins. In 2012 she was the recipient of the George E. Owen Teaching Award recognizing the many years of teaching and contribution to our institution.

Liman Lievens has been teaching Chinese at Hopkins for 18 years, teaching her students not only the language and how to decipher characters, but giving them the feeling as if they’ve stepped into mainland China. Liman received the Alumni Association Excellence in Teaching Award in 2001.

In this time they have both brought passion and creativity to their respective language programs. This recognition is much deserving not only from students but also from all of us. We wish you both all the best!
RUSSIAN

A Halloween Treat!

Last semester on October 31, Annalisa and I joined forces with Vira Zhdanovych for a Russian Halloween sing-along involving twenty students from Hopkins, Goucher, and the University of Maryland. The event took place in Conference Room A at Levering and lasted approximately two hours.

In the beginning it was tough getting everyone to agree on a day. Once that was taken care of, getting the students excited about the sing-along proved to be the next big challenge. Some timid souls shrank in horror at the very thought of opening their mouths to sing. Although we kept reassuring them that no one expected them to sound like Taylor Swift, for some reason, they did not believe us.

On the appointed day, our colleague Vira, who is a professional singer, arrived dressed in a sparkly show-stopping dress. That should have tipped us off that the students she had brought along weren’t exactly rank amateurs, either. The Maryland Russian Choir, consisting of seven excellent young singers trained by Vira personally, belted out ten folk songs in rapid succession. Their final rendition of the festive Ukrainian Christmas carol Shehединка was better than any school choir had a right to be.

On the other hand, our students didn’t sound too bad, either. They weren’t professionals, like the Marylanders, but they made a good effort, adding their voices to the mix. The Goucher-Hopkins spirited song and dance rendition of the folk classic, Kalinka, choreographed by Annalisa, took everyone by surprise. I performed a duet of one of Okudzhava’s songs with one of my first-year Goucher students. In the end Hopkins-Goucher held their own, but were no match for the Maryland juggernaut.

Although the plan had been for students to compete for best soloist, best group, and best costume, the judging process simply did not happen. Maybe we waited too long. In any case, one minute the tee shirts were in my suitcase; the next they were gone. Had there been prizes left over, I personally would have given the prize for best costume to Annalisa for her splendid boyarinya dress, which she had sewed from scratch herself (see photo).

On the whole, our students were happy with the event. Probably the best exit interview comment came from a star Hopkins lacrosse player: Yeah, those guys were good, but I bet we can get a Russian Choir going here at Hopkins ourselves. Maybe I’ll organize it next semester. I’m going to hold my lacrosse player’s feet to the fire on that one.

In the end, the event turned out just fine. Our students got a chance to hear professional singers. I got to warble a few Soviet World War II ditties. Annalisa did a great job preparing her students and got a chance to showcase her beautiful outfit. But the biggest hit was the food. The pirozhki and varenyki, prepared jointly by Annalisa with the help of Goucher’s Russian club, quickly disappeared as did the Vira’s Salat Olivier and apple Sharlotka, making Halloween 2013 a memorable treat for all.

Thank you Yuki!

-OLYA SAMILENKO

HOPKINS-GOUCHER COOPERATIVE RUSSIAN PROGRAM
Korean Movie Event at UMBC

It was a collaborative effort of the Korean Language Programs at Johns Hopkins and UMBC. This movie event was made possible as a result of the all-day conference on Less Commonly Taught Languages (LCTL) for Academic Cooperative Programs in Maryland hosted by the Center for Language Education (CLE) at Johns Hopkins University on May 11, 2013. Dr. Kyung-Eun Yoon, professor of Korean at UMBC, and I started early in the fall semester. We selected a movie “The King of Façade, Masquerade” and the movie showing would take place at 2:00 PM on Friday, November 8 at UMBC.

Six students signed up to go. The next step was how to get Hopkins students to UMBC campus. We attempted to travel by public transportation, but due to limited time and minor changes we ended up making a round trip by car.

We had Korean snacks instead of popcorn. The movie screening room at UMBC was similar to a theater. There was an introduction of how the movie event came to fruition thanks to sponsorship of JHU.

We watched a movie about a king set in the royal palace of Korea’s Joseon Dynasty, when a lowly peasant is forced to masquerade as the king, who has fallen ill. It was a historical drama with political intrigue, betrayal and peril. We were able to relive that particular period. We laughed at the funny scenes and we were moved at the king’s heart for the people. My goal was for the student learners of Korean to hear dialogues in royal court style of speech as well as observe the Korean culture through architecture, furniture, and costumes that a lesson in the classroom could not provide. As a matter of fact, a student mentioned that her experience that day made her visually see what the royal palace was like in those days and want to watch more Korean movies in the future.

-CHOONWON KANG, KOREAN LECTURER
On February 6, a group of Hopkins students and faculty gathered in the basement of the Bunting-Meyerhoff Interfaith and Community Service Center to continue an ongoing Thursday night tradition: cooking and eating traditional Indian food with Uma.

The group was led by Hindi professor Uma Saini, who has overseen the monthly meals since the beginning. Braving some of the lowest temperatures Baltimore has seen in years, more than a dozen students left their homes and dormitories to assist with the preparation of the meal -- this time, it was aloo mattar paneer, a savory dish consisting of potatoes, peas, and farmer's cheese in a rich tomato broth. It wasn't complete, of course, without lentils, basmati rice, salad and naan. The students were drawn to the event from all corners of campus: some were Indian-Americans hungry for home cooking; some were Hindi students eager to further immerse themselves in the culture they study; some were simply hungry and looking for an alternative to the dining hall. The event, like in the past, was a success, and we can expect the same for the Thursday night dinners to come.

Hindi Instructor, Uma Saini, with guests, friends of the Interfaith Center, and Hindi language students from CLE!
CONTINUATION AND DEVELOPMENT OF OVERSEAS HOPKINS PROGRAMS (TOKYO AND CHINA)

Exchange Program: University of Tokyo

This year, JHU sent another excellent student, Allyson Roberts, to University of Tokyo. She is the second student from JHU. We also have two students from University of Tokyo now visiting JHU, and are hoping to send more students in the future. We are happy to learn that Allyson is having a great time in Tokyo!

Allyson shares her exchange program experience:

I came to Japan to study as a year-long exchange student in order to be reunited with friends that I had accumulated over the past three years. I also hoped to become fluent in Japanese, but only in order to communicate with aforementioned friends. The idea of making new friends and having new experiences was nice, but it was never my priority before arriving. I was lucky enough to realize very quickly that this year abroad is not meant to be spent reliving the past. No amount of time is. From my first day here, I decided to take every chance and live through every experience I was given. I would speak to everyone I could, in any language I could, and I would have no regrets. Of course, to say that everything has gone well would be to tell a brutal lie. But this experience, more than anything in my life, has taught me how to grow.

My program through the University of Tokyo has given me the opportunity to interact with students from all across the globe and share perspectives. I can share experiences with my fellow exchange students. I can utilize my Japanese friends to gain perspective on this country, its people, and a general way of life. The classes have taught me a lot about the Japanese language, as well as Japan’s culture, relation to other countries, and image worldwide. I have tremendous respect for the AIKOM program, everything everyone involved has done for me thus far, and the incredible opportunity I have been given. My only regret is that I haven’t been brave enough to take a class not taught in English, but that is a reflection entirely upon my own poor decision.

And yet, the greatest thing that this program has given me has been the chance to just be in Japan. Studying abroad while discovering myself, in a country where a blonde and blue-eyed foreigner draws the eyes of everyone in every room, while not being entirely able to express myself has been a nerve-wracking, terrifying, and beautiful experience. I am learning the meaning and hardships of “living alone”. I am traveling across Japan, often by myself, and making friends with people I meet by chance. I am staying up too late, sleeping way too little, and probably spending too much money. But I am having the absolute time of my life, and I am confident that nothing in this world will be able to change that.

“The greatest thing that this program has given me has been the chance to just be in Japan. Studying abroad while discovering myself, in a country where a blonde and blue-eyed foreigner draws the eyes of everyone in every room, while not being entirely able to express myself has been a nerve-wracking, terrifying, and beautiful experience.”

-Allyson Roberts
Continuation and Development of Overseas Hopkins Programs (Tokyo and China) (cont’d from page 8)

Hopkins in Nanjing (HIN)

A total of 8 students went to Nanjing University to study Chinese and other subjects related to China. This was a semester long study in the fall, and they returned with valuable experience and depth of understanding in many aspects of Chinese language and culture. We are hoping to send more students this coming fall 2014.

Hopkins and Waseda, Tokyo Japan

Another study abroad opportunity is coming up for fall 2014. Waseda University is joining with five prominent American universities -- Columbia University, Georgetown University, the University of California at Berkeley, the University of Pennsylvania, and the University of Washington -- in establishing the Global Leadership Program. The aim of the Global Leadership Program (GLP) is to identify students of promise in multiple fields of study and promote their development as leaders in a world of ever-changing demands and opportunities. Hopkins and Waseda are now in agreement to exchange one student every year.

I am looking forward to exciting times ahead, and I hope you can join the CLE team in the spirit of professionalism and collegiality that binds our academic unit at JHU. As our ties grow closer and programs grow stronger, I can see everyone flourishing and the CLE establishing its place squarely on the world map among the best places for language education!

Sustainability

We’ve been very busy with our efforts to promote a more green-friendly campus! This fall, the Krieger Hall Green Team, under the new leadership of our very own Julia Friedrich (who joined CLE in October as the Academic Program Assistant) put together an Onboarding Document for Sustainability practices. This document serves as a guideline for new employees, graduate students, and visiting faculty members to familiarize themselves with recycling bin locations, what items can and cannot be recycled through the Hopkins Sustainability Office’s partnership with TerraCycle, and purchasing and using green office supplies.

The document also includes information on how to donate or to purchase used office furniture items through the Surplus Furniture Program run out of the Keswick Warehouse. This is a great way to purchase office furniture at a fraction of the cost, or to donate unused items from your own departments.

Currently, we’re preparing for Earth Day and the on-campus events in the week of April 20th—we’ll be tabling an event with the School of Education to collect new and used school supplies for inner city school children and teachers in need of classroom items.

Meet the Krieger Hall Green Team and check out our latest happenings in Krieger Hall at:

http://sustainability.jhu.edu/join_the_network/faculty_staff/green_teams/Krieger_Hall

Meet the Krieger Hall Green Team: Left to Right: Bobby Byrd, Julia Friedrich, Morris Hunt, Peggy MacKenzie, Sabrina Raymond, Clarissa Trabanino, Carol Young
CLE Study Abroad Scholarship Awardee
(cont'd from page 2)

familiarize yourself with the foreign currency such that you can count out the coins and bills to complete a successful monetary transaction. You’ve called upon your spatial memory skills to read the map and find the building you are looking for. In other words, behind this simple task of getting around in a new place, lies a plethora of valuable life skills that will help you later on in life. To succeed, you must be determined and must have or develop the self-confidence to stay strong through the anxiety of being a foreigner in a strange new place.

Besides all these happy, mini-milestone moments, I am having a wonderful time here in Israel—I’m glad you asked. I could go on and on about the food (oh, the food!), about the language (wonderfully deep, guttural sounds that match the landscape), about the people (brazen, impatient, upfront, and warm), about the landscape (all the flowers just started blooming, everywhere, in all shapes and sizes and colors), about how interesting and incredible it is to try on/out another culture (like a new set of skin, with different foods, customs, holidays, ways of relating to other people, clothing, hobbies) — but I’ll stop here. Why? Because I’m about to go sit in a coffee shop with some new friends, eat some shakshuka (look it up), drink some Turkish coffee, mingle with Israelis, and go salsa dancing (yes, they have salsa dancing in Israel!). Lehitraot [see you later]!

P.S. Here’s a huge thank you to CLE for helping me fund this semester abroad. Your scholarship is greatly appreciated! Also, a big shout out to my Hebrew teacher at JHU, Zvi Cohen, who taught me so much, from Hebrew grammar to Israeli culture to Hebrew slang. And a thank you to Johns Hopkins University, for challenging and otherwise preparing me for this extraordinary overseas experience.

Sophia Geron-Neubauer '15 is currently studying at the Hebrew University of Jerusalem’s Rothberg International School where she is taking Modern Hebrew. She is an avid Israeli folk dancer, is majoring in Mathematics at JHU and has completed every level of Hebrew courses available through Johns Hopkins.

To succeed, you must be determined and must have or develop the self-confidence to stay strong through the anxiety of being a foreigner in a strange new place.”

-Sophia Geron-Neubauer

For students looking to sharpen and hone their English skills, the full-time program provides over 22 hours of classroom instruction per week.

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For more information contact esl@jhu.edu. To fill out an application, go to the following web address: www.cledu.jhu.edu/esl

Sophia Geron-Neubauer next to a baby/budding wild almond tree in the Negev. The tree smelled like chocolate!
Thank you, Choonwon and Liman, for your years of dedication to the Korean and Chinese programs.
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