“The LCTL Mission: Advancing Intercultural Communication through Research and Practice for K-16”

Conference Program

Holiday Inn Rolling Meadows-Schaumburg Area, IL
April 21-23, 2017

20th Annual Conference

Sharing Solutions for Common Problems
www.ncolctl.org
Teaching Foreign Languages K–12 Library

Arabic

The teaching of Arabic language and Arab culture is growing in schools across the United States. The Teaching Arabic collection was developed specifically for teachers of Arabic to improve their students’ ability to communicate in Arabic by using the 5Cs from the ACTFL World Readiness Standards for Learning Languages. The library includes an overview video and seven Arabic classroom videos showing 1st through 12th-grade students at introductory through low-advanced language proficiency levels. Students use Arabic for informal interactions and to learn content from other discipline areas. In the classroom programs, teachers from schools across the country model interpersonal, interpretive, and presentational modes of communication. A website and guide accompany the video programs, providing a complete professional development experience. The Teaching Arabic collection is funded by Qatar Foundation International and Annenberg Learner.

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Videos are available online at:
www.learner.org/libraries/tfl
www.arabicalmasdar.org
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Welcome from NCOLCTL President

The National Council of Less Commonly Taught Languages has served the LCTL community for the past 27 years and has worked to bring together associations and individuals with a common goal – increase the number of Americans choosing to learn one or more of the less commonly taught languages. In these years we have succeeded in this goal, but much work is left to be done as we continue to progress in the future.

On January 26, 2017, Language Magazine published an article referencing a report released by the American Academy of Arts and Sciences (AAAS) suggesting a “diminishing share” of U.S. Residents that speak languages other than English. [1] Findings of this report include that language education in the U.S. is declining at every level from kindergarten to college. However, here at NCOLCTL we are well equipped to influence and make a difference when faced with this challenge. As a member of the Joint National Committee for Languages (JNCL), NCOLCTL plays a vital role in advocating for the learning and teaching of LCTLs in the U.S.

NCOLCTL provides professional development for K-16 LCTL teachers nationwide. Training them on using best practices in teaching aligned with new research methods. According to “Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement”, the quality of teaching is a key factor in student outcomes. [2] At NCOLCTL we are focused on providing educators with quality resources and education to fulfill the language needs of the future.

What is this need? Less commonly taught languages are at the highest priority for multiple U.S. Government agencies. [3] Furthermore, English alone is not sufficient to meet the nation’s need in a shrinking world when it comes to international business and diplomacy [1] Part of meeting this demand is to not only teach the language, but also focus on intercultural communication needed to build global citizens starting from kindergarten to college.

In my current role as director of the Arabic department for Global Education Excellence Schools, I oversee an Arabic program being implemented in twelve K-12 schools. I also focus on the seamless articulation of K-16. Also as a former University Assistant professor, I truly see the value of starting to teach a language early in order to develop the proficiency needed to meet the U.S. demand of LCTLs.

Another major challenge facing LCTLs is scarcity of research leading to better practices of learning and teaching LCTLs. NCOLCTL continues to provide scholarships to meet this demand. As current president of NCOLCTL I will promote the core mission of NCOLCTL by encouraging and conducting research that leads to the development of effective methods for teaching LCTLs.

We have a tough road ahead of us all but we have proved our role in the field of LCTL learning in the U.S and we will continue to pursue the best strategies to meet the demand. I am looking forward to a great year and a great conference in April focusing on Advancing Intercultural Communication through Research and Practice for K-16.

Thank you,
Wafa Hassan
President NCOLCTL


Welcome from ALTA President

On behalf of the ALTA Board, I extend warm greetings to the attendees of the 2017 21st ALTA Conference at Rolling Meadows Illinois. I extend warm greetings to ALTA members, our institutional members, members of our delegates assembly, dedicated members of staff at the ALTA secretariat, and our sponsors. I welcome you all to this year’s engagement and deepening of the teaching and research into another aspect of African languages - The AFL Mission: Advancing Intercultural Communication through Research and Practice for K-16.

Our conferences represent the historic trajectory of our work. Moving from our historically bold 2015 conference where we positioned African languages as part of the “Languages of America in the 21st Century” to the 2016 theme in recognition of the paradigm shifts in American education, and to this year’s mission-Advancing Intercultural Communication through Research and Practice for K-16”, our momentum continues to grow as we engage American public education, social, and cultural lives. To gauge this momentum, check the quantity of paper presentations at this year’s conference. You will see that this historical momentum is reflected, not only in the record high number of this year’s presentations, but also in their superb quality, a reflection of our growth and readiness to expand.

Dear Colleagues, this is why it is important that we pay attention to our thematic progression and immersion into American education through the theme of this year’s conference- Intercultural Communication Through Research And Practice For K-16.

Based on the theme, the diversity and focus of the presentations during this year’s conference, our immersion into the nation’s classrooms, education and public life is significant for a number of reasons. First, despite known challenges which the teaching of languages face, we remain undaunted. Second, through your work in the classrooms, scholarly investigations in research fields, advocacy in private, government and public sectors, African languages have become part of the imperatives of intercultural communication in multiple language and cultural spaces locally in the nation and globally. In other words, we are part of an ongoing domestic and global dialogue in the classrooms, the research fields and the tasks of advocacy in critical sectors of the civil society.

This is why I urge us all not to miss the nuances, focus, and breadth of the pedagogical, scholarly, intellectual interrogations in all our diverse languages of the theme of this year’s conference. During this conference, from all the aspects of our field – the field of African Languages, we are called to locate and position African languages – as part of the movement of the Less Commonly Taught languages, in advancing and enriching intercultural communication in American public and private education as well as in American cultural life.

Hence, this year’s theme calls for a deep introspection and projection. You will notice that in our theme, there is a hint of the future, and a space, the K-16 classroom, where we are headed as a scholarly and professional group. Colleagues, I call your attention to the K-16 space. This is why this year’s conference theme is a statement of our ongoing work, and a proclamation of a future we apprehend professionally. Today, in this conference, we anticipate where we want African languages to be which is at the core and very basic level of the education and cultural lives of the nation.

This professional vision explains the need to recognize ongoing tasks, the extent of our implementation of the tasks on one hand, and on the other hand to initiate new ones. These tasks are tools with which we deepen and realize our professional goals as a body. Together, individually and collectively, we have been actors in nurturing these tasks. On behalf of ALTA Board, I thank you for your work and commitment to these areas.

For example, in 2016, we sustained our traditional programs – the GPA programs in Kiswahili and Yoruba. These programs exemplify our professionalism in the teaching of African languages. And this is why I am happy to formally announce to you on behalf of the ALTA Board that isiZulu GPA is back henceforth from the 2017 cycle! We, IsiZulu, won the GPA grant! IsiZulu GPA is housed at the University of Pennsylvania. Undoubtedly, the GPA is part of our professional life! The more the better for African languages and we are stronger when our multiple voices and languages flower in solidarity.

Also, at ALTA we have been able to connect African languages to the nation’s language Standards movement. The Standards for African languages project is a collaboration between ALTA, NCOLCTL, and the Standards Collaborative Board Committee. I had in the past reported that with your cooperation and input, ALTA, in collaboration with NCOLCTL, worked on Standards for Kiswahili, IsiZulu, and Yoruba. I am happy to report that the Standards for Yoruba has reached the stage of publication by the Collaborative Board Committee, while the drafts for Swahili and Zulu are in their final stages. Having reached the publication stage for one of our languages, with this experience, we can now place our focus on more African languages. In the near future, the ALTA Board would like to focus on Standards for more African languages, particularly Wolof and Akan for which we have drafts of the Standards. This is an opportunity for all of us to work together to bring the teaching of African languages to be at part with the nation’s Standards for languages taught in the nation. languages. In the near future, the ALTA Board would like to focus on standards for more African languages, particularly Wolof and Twi for which some materials have already been developed. This is
an opportunity for all of us to work together to bring the teaching of African languages to be at par with the nation’s standards for other languages taught in the nation.

The deepening of the mission and realization of goals of professional organization like ALTA necessarily happens at multiple levels. As we conduct research studies on African languages, present papers at professional conferences, teach and work in the classrooms, there must be a professional space where we can publish the findings and results of our intellectual labor. This is imperative for any scholarly and professional organization. This is where your Journal, the Journal of African Language Teachers Association—JALTA, comes into play. Being the only journal of its type in the field with a sole focus on African Languages, it has become a professional and historical necessity to keep JALTA alive.

In carrying out the decision of the ALTA 2016 Delegates Assembly, the ALTA Board appointed three new editors to jointly edit JALTA. They are Dr. Mahiri Mwita, Princeton University; Dr. Jonathan Choti, Michigan State University; and Dr. Bayo Omolola, Howard University. On behalf of the ALTA Board, and all ALTA members, I thank the recent past JALTA editor, Dr. David Adu-Amankwah, from Indiana University, for his service, commitment, work and support to JALTA. Also, please join the ALTA Board in congratulating and formally welcoming Drs. Mwita, Choti, and Omolola, the new JALTA editors. Also, in carrying out their duties, the new editors have constituted a new editorial board.

Dear Colleagues, on behalf of the ALTA Board, on a critical point I would like to add, that the appointment of new JALTA editors is not where the implementation of the task should end. On behalf of the ALTA Board, I am using the privilege you have given me to call your attention on our collective scholarly, academic, and professional responsibilities to ALTA and to JALTA. As members of ALTA, you own JALTA. Without your professional and academic support for JALTA by responding to our call for papers, JALTA would not survive. I therefore call you all to support the work of the new editors—who have answered the call of duty to serve JALTA, by responding to the call for papers. As we focus on this year’s conference theme, JALTA is one way we can publish findings on our interrogation of this particular theme and other related themes.

Colleagues, our association enriches itself, expands its membership and grows new leadership through its tasks. The ALTA graduate student research award is another important task which we must pay attention to and support. The award provides resources to support a graduate student at the dissertation data-gathering and writing stages in the field of second language teaching and/or learning of African languages. The award not only puts African languages on the map, it empowers awardees in their areas of research. Therefore, I urge you to continue to support and engage in the research award in order to continuously position and strengthen African languages.

Finally, the work of our Fulbright scholars in our different schools is invaluable. They have brought a lot of energy and enthusiasm to the field over the years. This is also a fertile source of growth for the field. Moving forward, ALTA should explore creative ways to integrate Fulbright scholars and the energy they bring to the field.

Consistent with our constitution, I would like to bring your attention to the changes in the ALTA Board. I had served you as secretary-treasurer and temporarily as Vice President, when Dr. Mamara Mek Seck was President. At Dr. Seck’s departure, I took over as president. ALTA 2017, Rolling Meadows, Illinois marks end of my service as president and, from the bottom of my heart, I thank you all ALTA members for giving me the privilege, the honor, and the opportunity to serve. Having served you has been an honor for me. I thank you all for giving me the privilege to serve with others in the ALTA Board, and to implement your decisions. Thank you very much.

I thank past and present members of staff of the ALTA secretariat for their support during my service as president. Thank you so much. Finally, I thank my co-serving members on the ALTA Board—past and present, Dr. Leonard Muaka, Dr. Zoli Mali, and Professor Antonia Yetunde Schleicher. It has been a privilege and honor to serve ALTA side by side with you. I would be remiss if I fail to thank the ALTA Secretariat staff who works tirelessly to keep ALTA functioning. My thanks go to Nana Aba Bentil-Mawusi, John Adeika and all the other Secretariat volunteers who have helped with every aspect of this conference and for the smooth running of ALTA daily activities.

I conclude this address with a warm welcome to all of you to ALTA 2017, Rolling Meadows, Illinois. Explore Rolling Meadows Illinois and engage in the conference. Savor the company of your colleagues and rekindle and nurture old professional and personal ties. Build new and enduring professional friendships. This is your conference, our conference. So? Embrace it, give, share, trust, and learn! Let us deepen our professional immersion in the nation’s education for there lies the longevity and tenure of our field—the field of the teaching and research in African languages. Light up and energize the 2017 conference and let ALTA live on! Build and strengthen for we are stronger when we bond professionally. The conference is ours, it is yours!

Adeolu Aderinola Ademoyo.

President, ALTA
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<tr>
<th>Name</th>
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<td>NFMLTA</td>
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President
Global Educational Excellence

An Chung Cheng
President - Elect
University of Toledo

Susan Schmidt
Secretary / Treasurer
University of Colorado

Anousha Sedighi
Individual Member-At-Large
Portland State University

David Ellis
Member-At-Large
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Jonathan Choti
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Executive Director
Indiana University, Bloomington

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ABHINASH TUMMALA Indiana University
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TOLULOPE AKINWOLE University of Wisconsin
ADEBIMPE ADEGBITE Florida Memorial University
JAPHET AJANI Ohio University Athens
KAYODE ODUMBONI New York University
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Qatar Foundation International (QFI), LLC, is a U.S.-based member of Qatar Foundation (QF). QFI operates as both a grant-making organization, and a convener of thought leaders on issues related to global and international education, open education and education technologies as they intersect with the three core QFI programmatic areas: Arabic language and Arab culture, STE{A}M (STEM plus the Arts), and Youth Engagement.

National Foreign Language Center
NFLC is dedicated to promoting a language-competent society by developing and disseminating information that informs policy makers.

National African Language Resource Center (NALRC):
NALRC is a federally funded, nonprofit national foreign language center dedicated to the advancement of African language teaching and learning in the United States. The Center’s mission is to serve the entire community of African language educators and learners in the United States by sponsoring a wide range of educational and professional activities designed to improve the accessibility and quality of African language instruction.

National Federation of Modern Language Teachers Association
The purpose of the NFMLTA is the expansion, promotion, and improvement of the teaching of languages, literatures, and cultures throughout the United States through a variety of activities including, but not limited to, publication of the Modern Language Journal. The National Federation of Modern Language Teachers’ Associations was founded in 1916.

American Council on the Teaching of Foreign Languages
The American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,500 language educators, students, and administrators.

The NLSC is a one of a kind federal government organization representing more than 6,000 multilingual United States citizens who are willing to volunteer their language skills when requested to support short term federal government readiness needs, including in times of national crisis or emergency. The membership pool for the NLSC consists of language professionals that assist in on-going short term language needs while a national pool is readily available for national or worldwide emergencies, when needed.
Co-Sponsors

Center for Language Excellence

The Center for Language Excellence (CLE) was launched on July 1, 2014 by the College of Arts and Sciences. The creation of CLE enhances support for language instruction across all language programs and departments by providing activities that acknowledge and share best practices, sharpen existing strengths, and provide support to programs with limited capacity to provide a full spectrum of professional development opportunities for their language instructors.
Delegates Assembly

NCOLCTL

ACIE: Dan Davidson
AATMG: Eva Prionas
NASILPCLP: Benazir Dadayeva
AOTP: Luis Goncalves
ALTA: Adeolu Ademoyo
AATP: Ramin Sarraf
AATT: Saadet Ebru Ergul
CLTA-US: John Yin
AATJ: Susan Schmidt

Department of Linguistics, Unv. of Pittsburgh: Anne Thompson

NCOLCTL OFFICIALS

Name: Antonia Schleicher
   NCOLCTL Executive Director

Name: Wafa Hassan
   NCOLCTL President

Name: An Chung Cheng
   NCOLCTL President - Elect

Name: Susan E Schmidt
   AATJ/NCOLCTL Secretary/Treasurer

Name: Jonathan Choti
   NCOLCTL Member-At-Large

Name: David Ellis
   NCOLCTL Member-At-Large

Name: Anousha Sedighi
   NCOLCTL Individual Member-At-Large

ALTA

Name: Mahiri Mwita
   CHAUKIDU Rep.

Name: Oluseye Adesola
   AATY Rep.

Name: Abdul Nanji
   Swahili Rep.

Name: Amadou Beidy Sow
   Bamana Rep.

Name: David Adu-Amankwah
   Akan Rep.

Name: Bayo Omolola
   Yoruba Rep.

Name: Mariame Sy
   Wolof Rep.

Name: Audrey Mbeje
   Zulu Rep.

Name: Telahun Gebrehiwot
   Amharic Rep.

ALTA OFFICIALS

Name: Antonia Schleicher
   ALTA Executive Director

Name: Adeolu Ademoyo
   ALTA President

Name: Leonard Muaka
   ALTA Vice President & President-Elect

Name: Zoliswa Mali
   ALTA Secretary-Treasurer
Wednesday, April 19, 2017
* 6:00pm - 10:00pm  ALTA Executive Board Meeting

Thursday, April 20, 2017
* 8:00am – 1:00pm  NCOLCTL Executive Board Meeting
11:00am – 6:00pm  Registration
12:00noon - 5:30pm  Exhibition Setup
1:30pm - 5:30pm  Pre-Conference Workshop
* 6:00pm - 11:00pm  ALTA Delegate Assembly

Friday, April 21, 2017
8:00am - 5:00pm  Registration
8:00am - 5:00pm  Exhibition Hours
8:30a.m - 10:00am  Colloquia 1 & 2 / Parallel Session 1
10:10am - 10:40am  EXHIBITION SESSION
10:45am - 11:00am  Opening General Session
11:05am - 12:35pm  Plenary Session 1
12:40pm - 1:50pm  Lunch and Exhibition
2:00pm - 3:30pm  Colloquium 3 / Parallel Session 2
3:35pm - 4:00pm  Exhibition / Poster break
4:05pm - 5:05pm  Parallel Session 3
5:15pm - 6:20pm  Plenary Session 2
6:30pm - 11:00pm  NCOLCTL Delegate Assembly Meeting
7:30pm - 11:00pm  Parallel Session 4 (Panel & Business Meetings)

Saturday, April 22, 2017
8:00am - 5:00pm  Registration
8:00am - 5:00pm  Exhibition Hours
8:30am - 10:00am  Colloquium 4 / Parallel sessions 6
10:05am - 10:30am  EXHIBITION SESSION
10:35am - 11:35pm  Plenary Session 3
11: 45am - 12 : 45pm  Parallel Session 7
12:50pm - 1:50pm  Lunch and Exhibition
2:00pm - 3:30pm  Colloquium 5 / Parallel sessions 8
3:45pm - 4:45pm  Parallel Session 9
5:00pm - 6:00pm  Plenary Session 4
7:00pm - 12:00pm  Awards Ceremony

Sunday, April 23, 2017
9:00am - 9:55am  Plenary session 5
10:00am - 11:30am  Colloquium 6 / Parallel Session 10
*12:00pm - 2:00pm  NCOLCTL Executive Board Meeting
ALTA Executive Board Meeting

6:00pm - 10:00pm

Chair: Adeolu Ademoyo - ALTA President

Location: Barrington

Conference Office

Location: Roselle
NCOLCTL Executive Board Meeting
Location: Long Grove  
8:00am - 1:00pm  
Chair: Wafa Hassan, NCOLCTL President

02 Registration  
11:00am - 6:00pm  
Location: Ballroom - Lobby

03 Exhibition Setup  
12:30pm - 6:00pm  
Location: Holidome

W01 Pre-Conference Workshop
Location: Hoffman Estates  
1:30pm - 3:30pm  
Chair: Zoliswa Mali (Boston University)

What Do Employers Want? Finding the Sweet Spot for Language and Culture Providers

This workshop breaks down the skill sets identified in the Bloomberg Job Skills report, highlighting those skills that language and culture instructors can provide. The report charts skills into a matrix of those skills that they view as less and more commonly taught and less and more commonly desired. The workshop helps language and culture instructors to identify which skills instructors may wish to downplay (less desired) and which ones they should emphasize, namely

1. Reinforcement skills (those that employers identify as more commonly taught and more desired), and
2. Sweet spot skills (those that employers identify as less commonly taught and more desired).

The workshop then works with instructors on how to market their emphasized skills to the business community at large and to their own professional schools (business, engineering, medicine, nursing) so that they can help others recognize their value-added to employers.

Presenter: Dr. David Victor (Eastern Michigan University, College of Business)
Sponsor(s): ALTA/NCOLCTL
Applicable Language(s): All
Pre-Conference Programs and Workshops

W02 Pre-Conference Workshop  3:45pm - 5:45pm
Location: Hoffman Estates

Using Case Vignettes and Dialogues in Teaching Cross-Cultural Business Communication

This workshop instructs language and business faculty on how to use dialogues from actual business exchanges and vignette cases with executive comments as a hands-on pedagogical tool in teaching cross-cultural business communication.

Vignettes and dialogues drawn from actual conflict situations (or a combination of several actual situations):

- Dialogues: Dialogues are short exercises involving roughly 6-12 sequences of exchanges, highlighting one or more cross-cultural differences.

- Vignettes with executive comments. The vignettes are used in Kelm and Victor’s Georgetown University Press book series. These are longer than dialogues and more complex in content. The vignettes, though, are intentionally shorter than a full business case (3-5 pages) but long enough to develop depth. The vignette describes one central figure who is from the United States interacting with a target second culture, followed by executive comments on the case. The vignettes are used first as student response to the case, then as student response to the executive response to the case.

**Presenter:** Dr. David Victor  (Eastern Michigan University College of Business)

**Sponsor(s):** ALTA/NCOLCTL  
**Applicable Language(s):** All

**Short Bio:**

David A. Victor, Ph.D. (University of Michigan, 1984) is a Professor of Management and International Business at the Eastern Michigan University College of Business. He is also an author, consultant, and management coach. Additionally he is the Editor-in-Chief of the *Global Advances in Business Communication Journal* and co-founder of the Tricontinental Conference on Global Advances in Business Communication.


David has consulted and run programs for over 200 companies and organizations. His clients cover a wide range including school systems, hospital networks and city and state governments as well as a wide range of companies working domestically in the United States as well as in Canada, Mexico, the Middle East, East Asia and Europe. David has also served as an educational advising consultant to universities in the US, Canada, Mexico, Japan and Western Europe.

Finally, David was President of the Association for Business Communication from 1996-1997, having first served as chair of the ABC’s International Committee for 8 years. During this time, David was instrumental in helping to establish the European, the Asia/Pacific and the Caribbean, Mexico, Central and South America regions of that organization.

**ALTA Delegate Assembly**  6:00pm - 11:00pm

**Location:** Arlington Height  
**Chair:** Adeolu Ademoyo - ALTA President
Friday April 21, 2017

DAILY PROGRAM

01 Registration  8:00am - 5:00pm
Location: Ballroom - Lobby

Exhibition Hours  8:00am - 5:00pm
Location: Holidome

Colloquium & Parallel Session 1  8:30am - 10:00am

C01 Colloquium  Location: Long Grove  Chair: An Chung Cheng (University of Toledo)

Transitioning into Learner-Centered Classes across Cultures: A STARTALK Experience

Based on a STARTALK Program, this session provides an in-depth analysis of how teachers’ assumptions, perspectives, and behaviors change overtime and of the relationship of teacher cognition to their classroom practices among foreign-born teachers of Chinese heritage schools. Results of teachers’ reflections on challenges across cultural differences and teacher growth through an online course, workshop, and a learning community are discussed.

Presenter: An Chung Cheng (University of Toledo)
Co-Presenters: Yue Gu (St. John's Jesuit High School & Academy)
Sponsor(s): NCOLCTL
Applicable Language(s): All 8:30am - 10:00am

C02 Colloquium  Location: Arlington Heights  Chair: Amadou Sow (Indiana University)

The Recruiter as a “Bricoleur”: Some Thoughts on Raising Enrollment in Less Commonly Taught Language (LCTL) Classes

This panel aims to share with LCTL educators some techniques and methods to raise enrollment in LCTL classrooms. This work is not an end in itself. Rather, it initially tries to help language educators to start thinking about and discussing new ways to solve the recruitment problem. It will also help teachers to discover their individual talents and to use them appropriately.

Presenter: Amadou Sow (Indiana University)
Co-Presenter(s): David Adu-Amankwah & Victor Temitope Alabi (Indiana University)
Sponsor(s): NCOLCTL/ALTA
Target Area(s): All
Applicable Language(s): All 8:30am - 10:00am

1A Session  Location: Inverness  Chair: Eva Prionas (Stanford University)

Distance Learning and Interculturality in the LCTLs

Distance Learning Online language courses can be an innovative part of the LCTLs learning experience. The presentation will discuss three different models of Distance Learning adopted at Stanford University in collaboration with UCLA, Arizona State University and West Carolina University. Focus is on interculturality and our understanding of outcomes.

Presenter: Eva Prionas (Stanford University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Innovation and Technology
Presentation Language: English
Applicable Language(s): All 8:30am - 8:55am

Using Response Cards, Cloze and C-test to Check for Understanding during and after the Lesson

Modern approaches insist on checking for understanding to ensure learning has taken place in all students. The teachers carry the blame sometimes if students demonstrate low achievement grades. This poses a challenge to teachers with large classes considering the fact that the individual differences of each student should be catered for. This proposal presents practical techniques to ensure classroom understanding.

Presenter: Neema Loy (The University of Mississippi)
Co-Presenter: Cecilia Kyalo (The University of Mississippi)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Innovation and Technology
Presentation Language: English
Applicable Language(s): All 9:00am - 9:25am

Teaching a Heritage Language: Challenges and Strategies

I will demonstrate why advocacy is an important part of promoting language learning. I will also elaborate upon the instructional and advocacy planning and implementation executed by two non-profit organizations, the Hindi Sangam Foundation and Yuva Hindi Sansthan, both of which are led by me. Major highlights of the Fourth International Hindi Conference in Vishakhapatnam, India, January 6-8, 2017, will also be discussed, as outcome of our collaborations with Hindi scholars based in India.

Presenter: Ashok Ojha (Yuva Hindi Sansthan; Hindi Sangam Foundation)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Teacher Training and Development
Presentation Language: English
Applicable Language(s): All 9:30am - 9:55am
1B Session                  Location: Elk Grove                  Chair: Mahiri Mwita  (Princeton University)

Advancing Intercultural Communication through Study Abroad – A case study

In today's increasingly globalized world, study abroad receives unprecedented attention as a way of advancing intercultural communication. The Soka University of America (SUA) strives to produce graduates with intercultural and international competence through a curriculum that requires all students to study abroad. While SUA's ways may not be completely suitable to other schools, they can contribute to stimulating new thoughts and opening new possibilities.

Presenter: Xiaoxing Liu  (Soka University of America)  Sponsor(s): NCOLCTL  8:30am - 8:55am
Target Area(s): ICTL Sustainability  Presentation Language: English  Applicable Language(s): All

K-12 and University Programs in Less Commonly Taught Languages: Origins and Strengths, Goals and Challenges

This presentation reports the results of a survey of over 200 K-12 and university programs in less commonly taught languages: motivations and logistics for launching the programs; program evolution; teacher qualifications, recruitment, and retention; instructional methods; and goals and challenges currently faced by the programs.

Presenter: Rebecca Damari  (National Foreign Language Center)  Co-Presenter: Yoonjee Hong  (National Foreign Language Center)  Sponsor(s): NCOLCTL  9:00am - 9:25am
Target Area(s): ICTL Sustainability  Presentation Language: English  Applicable Language(s): All

The African Language “Professor” in Universities in the Diaspora

Using data from Languages programs in American universities, this paper argues that the "mainstreaming" of African language programs in the diaspora is at the same time a marginalization of their academic potential and validity. African languages instructors who are the “professors” in this enterprise bear the brunt of this problematic.

Presenter: Mahiri Mwita  (Princeton University)  Sponsor(s): ALTA  9:30am - 9:55am
Target Area(s): AFTL Sustainability  Presentation Language: English  Applicable Language(s): All

1C Session                  Location: Roselle                  Chair: Veronica Waweru  (Yale University)

Refugee Camp Stays and Effects on Swahili Language Heritage Learners: Case study of Congolese Refugee Youth in New Haven, Connecticut

Heritage learners of a language are expected to have some basic verbal and comprehension skills in the language through cultural connections. Younger immigrants as well as second generation learners with a linguistic connection to a language through their parents will often have an interest in improving their literacy (reading and writing) skills (Bernstein & Burke, n.d.).

Presenter: Veronica Waweru  (Yale University)  Sponsor(s): ALTA  8:30am - 8:55am
Target Area(s): ICTL L2 Research  Presentation Language: English  Applicable Language(s): All

Making the Case for Languages

To make the case for languages, educators need to be advocates prepared with clearly identified benefits for learners and various incentives for learning languages. Learn to position languages as part of college and career readiness, recognize programs of quality, and tap new data from national studies. Examine resources for local, state, regional, and national advocacy, including an update on the American Academy of Arts and Sciences study on the impact of languages, the new national study of language enrollments, and ACTFL’s advocacy initiatives. Presenters will share examples of making the case for languages coming from ACTFL’s state advocacy teams including implementation of the Seal of Biliteracy. Participants will discuss details and identify specific actions to take to influence those making decisions about language programs.

Presenter: Desa Dawson  (ACTFL)  Sponsor(s): NCOLCTL  9:00am - 9:25am
Target Area(s): ICTL L2 Research  Presentation Language: English  Applicable Language(s): All

Influence of Literacy Environment and Reading Skill Transfer

This study examined the socio-cultural factors and cognitive capacities which have impact on a bilingual learner’s biliteracy development. Both the social and individual cognitive factors affecting bilingual literacy acquisition were pinpointed and analyzed. An integration of the learner’s external factors and internal factors provide a more complete picture of heritage language learners’ biliteracy development.

Presenter: Liu Li  (Ball State University)  Sponsor(s): NCOLCTL  9:30am - 9:55am
Target Area(s): ICTL L2 Research  Presentation Language: English  Applicable Language(s): All
Mindset, Toolset, and Skillset

It takes more than professional skills and technology to be an effective teacher. Just as important is having the right mindset, or mental traits that make teachers more likely to be successful in their profession. This presentation applies this approach integrating mindset, skillset and toolset to improving performance, and provides ways to develop these essential components and become a good educator.

Presenter: Madhumita Mehrotra (DLI)
Co-Presenters: Patras Bukhari & Sunita Narain (DLIFLC)
Sponsor: NCOLCTL

Target Area(s): LCTL Material Development
Presentation Language: English
Applicable Language(s): All
8:30am - 8:55am

Evaluating Arabic as a Foreign Language Textbooks: A Frequency-based Approach

This paper evaluates vocabulary and reading passages in textbooks of Arabic as a Foreign Language using a vocabulary levels approach. Frequent words and corpus-derived texts with a lower vocabulary burden are recommended. Implications and recommendations for textbook use and materials design for Arabic and Less Commonly Taught Languages in general are discussed.

Presenter: Janelle Moser (The University of Arizona)
Sponsor: NCOLCTL

Target Area(s): LCTL Material Development
Presentation Language: English
Applicable Language(s): All
9:00am - 9:25am

Developing Materials for Teaching Igbo and Urhobo

Indigenous language learning has been incorporated into the curriculum of all tiers of education in Nigeria but the proficiency level of the learners is grossly below average. The paper adopts Igbo and Urhobo at the Junior Secondary School level and develops tasks that could improve proficiency level in the learning of these indigenous languages using a Backward Curriculum Design.

Presenter: Roseline Ndimele (Abia State University, Uturu)
Co-Presenter: Ajiboye, Emaudonuie (Delta State University, Abraka)
Sponsor: NCOLCTL

Target Area(s): LCTL Material Development
Presentation Language: English
Applicable Language(s): All
9:30am - 9:55am

A Flipped Classroom in Less Commonly Taught Languages

This presentation will show you how to flip listening, speaking, reading, and writing in classrooms and how to use and not to use technology in a flipped classroom by showing examples. By flipping lessons, both teachers and students will experience a more interactive and communicative class. The presenter will also discuss the advantages and challenges in a flipped classroom.

Presenter: Bomi Oh (Arizona State University)
Sponsor: NCOLCTL

Target Area(s): LCTL Methodology
Presentation Language: English
Applicable Language(s): All
8:30am - 8:55am

Memorization in the Second Language Classroom: A Tool of the Past or an Innovation of the Present?

The main goal of the presentation is to illustrate that memorization, if introduced properly using short and meaningful language chunks such as idioms, phrases, and poetry lines in context, can effectively contribute to the retention of the target language, and the development of cultural competencies.

Presenter: Nesreen Akhtarhavari (DePaul University)
Sponsor: NCOLCTL

Target Area(s): LCTL Methodology
Presentation Language: English
Applicable Language(s): All
9:00am - 9:25am

Cultural Identification, Acculturation, and Academic Experience Abroad: A Case of a Joint Faculty-led Short-term Study Abroad Program

This study investigates the cultural identification of study abroad participants. Statistically significant effects of cultural experiences on identification were found, with ethnicity having the greatest effect. Results suggest a deeper understanding of students’ ethnic identifications can be helpful in developing study abroad programs that promote cultural sensitivity and global competence.

Presenter: Kathryn Negrelli (Kennesaw State University)
Co-Presenter: Jeongyi Lee
Sponsor: NCOLCTL

Target Area(s): LCTL Methodology
Presentation Language: English
Applicable Language(s): All
9:30am - 9:55am
Applying Metacognitive Strategies in Reading to Achieve Higher Proficiency Level

As we all know, reading is a crucial component for achieving higher level proficiency in second language acquisition. The ability to read effectively is an indispensable skill to succeed in SLA. This presentation focuses on developing students’ metacognitive strategies to enhance reading comprehension ability. Attendees will learn practical strategies to help students develop autonomous learning to achieve higher proficiency levels.

**Presenter:** Zhenlin Qiao (Defense Language Institute)  
**Sponsor:** NCOLCTL  
**Target Area(s):** LCTL Teacher Training and Development  
**Presentation Language:** English  
**Applicable Language(s):** All  

8:30am - 8:55am

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Exploring the LCTL Classroom Interactional Competence through the Analysis of the Teacher Discourse

Using a conversation analysis, this presentation will explore several excerpts of classroom teacher talk that show different levels of success in the fostering of classroom interactional competence in a college-level Catalan as a FL course. This examination aims at demonstrating how a better understanding of classroom discourse will have a positive impact on learning in the LCTL student-centered classroom.

**Presenter:** Elsa Ubeda (Columbia University)  
**Sponsor:** NCOLCTL  
**Target Area(s):** LCTL Teacher Training and Development  
**Presentation Language:** English  
**Applicable Language(s):** All  

9:00am - 9:25am

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Integrating Culture, Content, and Language: Strategies you Can Implement Next Week

This session will share strategies for integrating culture, content, and language in your world language classroom, focusing on research-based principles for effective language teaching and learning. Presenters will share online resources developed through STARTALK that can be used by teachers of any languages, such as video exemplars, assessment tools, and model curricula.

**Presenter:** Betsy Hart (NFLC, University of Maryland)  
**Co-Presenter:** Pam Delfosse (NFLC, University of Maryland)  
**Sponsor:** NCOLCTL  
**Target Area(s):** LCTL Teacher Training and Development  
**Presentation Language:** English  
**Applicable Language(s):** All  

9:30am - 9:55am

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EXHIBITION SESSION  
10:10am - 10:40am
Plenary Session One  11:05am - 12:35pm

Plenary Speakers:

Antonia Schleicher (Chair): Professor of African Studies and Linguistics, ALTA/NCOLCTL Executive Director
Richard D. Brecht : Professor Emeritus, University of Maryland
Dan Davidson: President of American Councils for International Education and Professor of Russian, Bryn Mawr College
Bill Rivers: Executive Director, Joint National Committee for Languages – National Council for Language and Intl' Studies
Brian Edwards: Crown Professor in Middle East Studies and Professor of English and Comparative Literary Studies at Northwestern University

ABSTRACT: The new Report of the National Commission on Language Learning of the American Academy of Arts and Sciences provides a welcome opportunity for the language profession to move aggressively in elaborating and meeting the Commission’s very important recommendations. A strong proactive approach is critical, given the fact that such national reports do not always lead to significant changes without an effective implementation plan. In this case, implementation unquestionably resides in the hands of the Language Enterprise, which has worked for decades to build the support necessary to provide language education to all in this nation who seek it.

The Roundtable participants will discuss the report and its recommendations, focusing on their intent and rationale, as well as on the course and likelihood of implementation. The Language Enterprise, and, more specifically, the organizations representing the LCTLs, will be challenged to take up the planning and implementation of the Commission recommendations and engaging the nation in next steps.

Short Bios:

Dr. Antonia Yetunde Schleicher is the 2015 recipient of the ACTFL Wilga Rivers’ Award for Leadership in Foreign Language Education (Postsecondary). She is the founding Executive Director of the Indiana University Center for Language Excellence. She is also the Founding Director of the United States National African Language Resource Center. In 2010, she received the UW-Madison Chancellor’s Distinguished Teaching Award and the National Council Of Less Commonly Taught Languages Walton Award for a Lifetime Distinguished Career in support of less commonly taught languages. Professor Schleicher has authored four textbooks and three multimedia CDROMs for the learning of Yoruba and has co-authored numerous textbooks for other African languages such as Swahili, Shona, and Pulaar. She co-authored African Language Pedagogy: An Emerging Field. She has edited more than 30 other books and six journals and has authored over two dozen articles in peer reviewed journals.

Professor Schleicher was awarded the United States President's Gold Level Volunteer Service Award for over 500-hours-a-year of devoted and unpaid service to the cause of promoting less-commonly taught languages and cultures in the U.S. She served on the ACTFL Board of Directors for three years. She is on the Board of Trustees of Center for Applied Linguistics and is also the current President of the National Federation of Modern Language Teachers Association (NFMLTA). She currently chairs the Governance Committee of the Center for Applied Linguistics.

Dr. Richard D. Brecht: Having received his M.A. and Ph.D. from Harvard University, Dr. Brecht is now Professor Emeritus at the University of Maryland. Brecht is also co-director of the American Councils Research Center, a think tank devoted to providing evidence for language policy and management decisions in education and the work place. As an academic entrepreneur, he has founded, built, and led over a dozen academic organizations, including the Center for Advanced Study of Language (a Department of Defense University Affiliated Research Center), American Councils for International Education, the National Council of Less Commonly Taught Languages, and the National Foreign Language Center. Currently, Dr. Brecht is Co-Founder and Chief Research Officer of Global Professional Search Inc. (GPS), a business connecting employers to job applicants with foreign language proficiency, international experience, and multicultural understanding. Dr. Brecht has testified in Congress before the U.S. House of Representatives Committee on Education and Labor, the U.S. House Permanent Select Committee on Intelligence, the U.S. House Armed Services Committee, and the U.S. Senate Committee on Homeland Security and Governmental Affairs.
He has made hundreds of academic presentations and authored and edited dozens of scholarly books, textbooks, manuals, articles and reviews on language policy, second language acquisition, and Slavic and Russian linguistics, including a briefing paper “America’s Languages: Challenges and Promise” for the language education commission of the American Academy of Arts & Sciences. Finally, Dr. Brecht has received numerous awards from national and international organizations in the language field.

**Dr. Dan Davidson**, President of American Councils for International Education and Professor of Russian, Bryn Mawr College, holds the Ph.D. degree in Slavic Languages from Harvard University. He is author or editor of 44 books or collections as well as over 60 scholarly articles in the fields of Russian language, culture and international education. In 2015, Dr. Davidson was named to the Commission on Languages of the American Academy of Arts and Sciences on Languages. He is a foreign member of the Russian Academy of Education (RAO), Vice-President of the International Association of Teachers of Russian (MAPRIL), and served as elected chair of the College Board World Languages Academic Advisory Committee, the Joint National Committee for Languages, and the Alliance for International Education Exchange. His latest study, “Assessing Language Proficiency and Intercultural Development in the Overseas Immersion Context” appeared in Exploring the US Language Flagship Program. Professional Competence in a Second Language by Graduation. Eds. Murphy, D. & Evans-Romaine, K. Multilingual Matters, Bristol, UK October 2016.

**Dr. Brian T. Edwards** is the Crown Professor in Middle East Studies as well as a Professor of English, Comparative Literary Studies, and American Studies at Northwestern University. He is also the founding Director of Northwestern University’s Program in Middle East and North African Studies, which offers an interdisciplinary undergraduate major, a PhD certificate, and Arabic, Hebrew, Persian, and Turkish language. His interests lie in American culture and its global context, especially in the Middle East. His publications include two books, Morocco Bound: Disorienting America’s Maghreb from Casablanca to the Marrakech Express (2005) and After the American Century: The Ends of U.S. Culture in the Middle East (2016), two edited collections, Globalizing American Studies (2010) and On the Ground: New Directions in Middle East and North African Studies (2013), and essays, articles, and OpEds in a range of both scholarly and mainstream publications, including Salon, Public Culture, Foreign Policy, Chicago Tribune, and The Chronicle of Higher Education. He was a Fulbright Fellow to Morocco and Fulbright Senior Scholar to both Egypt and Italy. He was named a 2005 Carnegie Scholar and was a 2008-09 recipient of a New Directions Fellowship from the Andrew W. Mellon Foundation. In 2013, he was named an Emerging Leader by the Chicago Council on Global Affairs. In that capacity, he was lead author on a white paper published in 2015 by the Council entitled “Teaching Arabic in Our Schools: Globalizing Education for Chicago’s Next Generation.” Edwards is chair of the Chicago Arabic Teachers’ Council, funded by a grant from the Qatar Foundation, which serves the 250+ Arabic teachers in the Chicagoland by building relationships between and providing resources to Arabic language instructors, school administrators and education professionals.

**Dr. Bill Rivers** has more than 25 years’ experience in culture and language for economic development and national security, with expertise in research, assessment, program evaluation, and policy development and advocacy. He serves as the Executive Director of the Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS), representing more than 125 language organizations in the US and more than 300,000 language professionals to the Federal Government and business community. In addition, Dr. Rivers chairs the US National Standards Committee for language services and products, ASTM Technical Committee F43, “Language Services and Products,” the U.S. Technical Advisory Group to the International Standards Organization (ISO) Technical Committee 232, Training in the Informal Sector, and serves as the Secretary to the US Technical Advisory Group to ISO Technical Committee 037 on Terminology and other language and content resources.

Before joining JNCL-NCLIS, he served as Chief Scientist at Integrated Training Solutions, Inc., a small business in Arlington, Virginia, where he focused on strategic planning, management consulting, and advanced technologies for language and culture programs in the public sector. While at ITS, he served in a contractor role as the founding Chief Linguist of the National Language Service Corps. Prior to working at ITS, he was a founding member of the Center for Advanced Study of Language (CASL) at the University of Maryland, serving as the first Director of LCTLs at CASL. He was a staff member of the National Foreign Language Center from 1994 to 2003, and a staff member in the Publications department of ACTR/ACCELS from 1993-1995.

During his career, Dr. Rivers has also taught Russian from first through fourth year at the University of Maryland, worked as a freelance interpreter and translator for aerospace and astrodynamics projects, and lived and conducted field work in Kazakhstan, where he regularly returns to teach. He received his PhD in Russian from Bryn Mawr College and his MA, BA, and BSAE from the University of Maryland.
### Colloquium 3 & Parallel Session 2

**2:00pm - 3:30pm**

<table>
<thead>
<tr>
<th>C03</th>
<th>Colloquium Location: Long Grove</th>
<th>Chair: Zeinekhan Kuzekova (Nazarbayev University)</th>
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<td></td>
<td>The Spatial Relationship in the Kazakh/Uyghur Languages and its Integration with Teaching Materials</td>
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In this colloquium we are going to present about the spatial relationships of the languages including Kazakh and Uyghur. These are not only valuable for the development of the language maintenance but also helpful for teaching Kazakh/Uyghur as foreign languages. In addition, we will integrate the categorized spatial relationships in Kazakh/Uyghur into teaching materials with different levels.

**Presenter:** Zeinekhan Kuzekova (Nazarbayev University)  
**Co-Presenters:** Mahire Yakup, Samal Abzhanova, and Maira Zholsayeva (Nazarbayev University, Suleyman Demiral University, and The Kazak National University respectively)

**Sponsor(s):** NCOLCTL  
**Presentation Language:** English  
**Applicable Language(s):** All

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<tr>
<th>2A</th>
<th>Session Location: Arlington Heights</th>
<th>Chair: Judith Baker (African Storybook Project, Johannesburg)</th>
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<tbody>
<tr>
<td></td>
<td>Creating Children's Literature in Underserved African Languages: Experiences of the African Storybook in Several Countries, 2014-16 and What we Have Learned</td>
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</table>

The African Storybook Initiative has worked in a dozen African communities creating high quality children's illustrated storybooks, mostly in languages and cultures where printed children's literature is rare. Our experience is that there is great interest and ability to create works in print in African indigenous languages with simple digital tools and local interest and leadership.

**Presenters:** Judith Baker (African Storybook Project Johannesburg)  
**Sponsor(s):** ALTA  
**Presentation Language:** English  
**Applicable Language(s):** All

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<th>Using Technology to Engage Lower Elementary Learners in the Arabic Classroom</th>
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<td>This presentation aims at introducing attendees of a new technology program that can be used in the Arabic classroom by using the smart board as well as papers while lower elementary students are learning all Arabic language skills.</td>
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</table>

**Presenter:** Naji Abduljaber (Bridge Academy)  
**Sponsor(s):** ALTA  
**Presentation Language:** English  
**Applicable Language(s):** All

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<th>Exploring African Indigenous Knowledge Systems in the Language Class: Riddles</th>
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<td>Using examples from Swahili, we demonstrate the intricate structure of riddles at the phonological, morphological, syntactic and semantic levels. We propose ways in which they can be integrated into the language curriculum as a game at any level especially when linked to proverbs.</td>
</tr>
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</table>

**Presenter:** Deo Ngonyani (Michigan State University)  
**Co-Presenter:** Asmaha Heddi (Michigan State University)  
**Sponsor(s):** NCOLCTL  
**Presentation Language:** English  
**Applicable Language(s):** All
**DAILY PROGRAM**

2B  Session  |  Location: Inverness  |  Chair: Oluwakayode Odumboni (New York University)
---|---|---

**How to Do Things with Words: Implications of Politeness in Yorùbá Socio-semantic Discourses**

This paper is an evaluation of how the philosophy of respect inherent in Yoruba culture comes to bare in everyday social interactions in a typical Yoruba setting, while equally negotiating how this phenomenon plays out in the reality of code-switching and code-mixing of English and Yoruba which has marked contemporary Yoruba discourse.

**Presenter:** Oluwakayode Odumboni (New York University)  
**Sponsor(s):** ALTA  
**Target Area(s):** AFL Sustainability  
**Presentation Language:** English  
**Applicable Language(s):** All  
**Time:** 2:00pm - 2:25pm

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**The Role of 5Cs in the Teaching and Learning of Vocabulary in a Foreign Language Classroom**

The National Standards lay down the expected outcomes for foreign language students at different language levels. Vocabulary knowledge is a key factor that determines a student’s proficiency level. This article will discuss the role of the 5Cs in the teaching and learning of vocabulary in a foreign language classroom.

**Presenter:** Beatrice Ng’uono Okelo (Baylor University)  
**Sponsor(s):** ALTA  
**Target Area(s):** ALF Methodology  
**Presentation Language:** English  
**Applicable Language(s):** All  
**Time:** 2:30pm - 2:55pm

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**Clothing Culture in East Africa/ Kanga as a Vehicle for Hard to Deliver Messages: Applications for the K-12 Classroom**

This paper will shed light on the role of clothing in cultural expression in Africa using the particular example of kanga: an East African rectangular cloth that serves not only adornment purposes but also as means of expressing the unspeakable in East African traditions and customs and use its proverbs to teach Swahili.

**Presenter:** Zablon Mgonja (Florida International University)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** AFL Teacher Training and Development  
**Presentation Language:** English  
**Applicable Language(s):** All  
**Time:** 3:00pm - 3:25pm

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2C  Session  |  Location: Elk Grove  |  Chair: Hezi Brosh (U. S. Naval Academy)
---|---|---

**Language-Learning Strategy Preferences among College-Level Students**

Examining students' perceptions regarding their language-learning strategy preferences revealed that students adopt a holistic view of the learning task relating it to real-life and personal experience. Selecting speaking, interaction with the teacher, and reading, participants indicated their preference to be proactive in order to make the language more real for them, and to boost their performance in using it.

**Presenter:** Hezi Brosh (U. S. Naval Academy)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL L2 Research  
**Presentation Language:** English  
**Applicable Language(s):** All  
**Time:** 2:00pm - 2:25pm

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This paper examines how the use of Voice Thread enhances language proficiency, listening skills, and oral presentation practices of students in beginning Filipino. It also explores valuable benefits of using Voice Thread in student engagement, motivation, and quality of learning experience. Data consist of teacher's assessment and students' self-assessment of their oral presentations based on an Oral Performance Evaluation Rubric.

**Presenter:** Leticia Pagkalinawan (University of Hawaii)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL L2 Research  
**Presentation Language:** English  
**Applicable Language(s):** All  
**Time:** 2:30pm - 2:55pm

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**Pedagogical Revitalization of Learner Autonomy in Less Commonly Taught Languages: Phenomenological Perspectives**

The modern world is rapidly-changing due to emerging technology and new ways of accomplishing pedagogical tasks. However, the trend in LCTLs appears to leisurely embrace new and emerging technological developments. Is there a window of opportunity for LCTLs? Absolutely! The growing ubiquity of social media and integration of online, hybrid, and collaborative methods of learning LCTLs teaching and learning.

**Presenter:** Patrick Mose (Ohio University)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL L2 Research  
**Presentation Language:** English  
**Applicable Language(s):** All  
**Time:** 3:00pm - 3:25pm

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Friday April 21, 2017

**DAILY PROGRAM**

### 2D Session

**Location:** Roselle  
**Chair:** Myounghee Cho (University of Rochester)

**Enhancing Intercultural Communicative Competence through Awareness of Responsive Tokens for Korean as a Foreign Language Learners**

This empirical study, conducted as an action research project with direct student participation, functioned itself as an instructional method that created a learner-centered classroom. Moreover, it helped Korean as a Foreign Language (KFL) learners be cognizant of how Korean listeners use responsive tokens in Korean language conversations with differences in frequency, placement, and duration, from how English listeners used responsive tokens in English.

**Presenter:** Myounghee Cho (University of Rochester)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Material Development  
**Presentation Language:** English  
**Applicable Language(s):** All  
**2:00pm - 2:25pm**

### 2E Session

**Location:** Meadows  
**Chair:** Penny Wang (University of North Iowa)

**Incorporating Authentic Materials into K-16 Chinese Classrooms: Practice and Implications**

L2 scholars believe that authentic materials bring multiple benefits for language learners, but how to incorporate such authentic resources into the classroom may pose a challenge for language instructors. This paper demonstrates various ways of incorporating authentic materials to help intermediate level Chinese learners improve their reading and writing skills as well as their intercultural competence.

**Presenter:** Sha Huang (Kennesaw State University)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Material Development  
**Presentation Language:** English  
**Applicable Language(s):** All  
**2:30pm - 2:55pm**

**Innovating Blended Learning for Elementary Hindi**

This project is developing a blended course for Elementary Hindi which will be piloted in the South Asia Summer Language Institute (SASLI) 2017 program. The goal of implementing a blended design is to increase student proficiency outcomes by significantly increasing the number of classroom contact hours in the target language.

**Presenter:** Sarah Beckham (University of Wisconsin-Madison)  
**Co-Presenter:** Brajesh Samarth (Emory University)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Material Development  
**Presentation Language:** English  
**Applicable Language(s):** All  
**3:00pm - 3:25pm**

**Adopting Project-based Learning in a Language Class**

This presentation first discusses advantages of the PBL approach over PPP and TBL approaches. It also provides the anatomy of a Chinese song project to show how it is used in a mixed Chinese class. Finally, it discusses challenges when doing a PBL project and offers recommendations for possible solutions.

**Presenters:** Michelle Smith (UCLA )  
**Co-Presenter:** Chenqing Song (SUNY Binghamton)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Methodology  
**Presentation Language:** English  
**Applicable Language(s):** All  
**2:00pm - 2:25pm**

**Advancing Intercultural Communication by Sneaking in Popular Culture into LCTL pedagogy**

This paper shall discuss how one can advance intercultural communication by sneaking in examples from popular culture in LCTL language pedagogy, including that of classical languages which are often considered dead or semi-dead languages.

**Presenter:** Gautami Shah (University of Texas at Austin)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Methodology  
**Presentation Language:** English  
**Applicable Language(s):** All  
**2:30pm - 2:55pm**

**An Attempt at Developing Viable Integrated Assessment Plans for African Language Pedagogy**

Assessment is an integral part of language pedagogy. This paper reports about our project called the “BU Integrated Assessment Program.” Our goal is to produce strategically integrated assessment plans with proficiency-based assessment tools aimed at achieving intercultural communicative competence for our learners in seven language programs offered there.

**Presenter:** Zoliswa Mali (Boston University)  
**Sponsor(s):** ALTA  
**Target Area(s):** LCTL Methodology  
**Presentation Language:** English  
**Applicable Language(s):** All  
**3:00pm - 3:25pm**
Korean Teachers’ Perceptions about Technology Use and Application in their Classrooms

This presentation examines research conducted in 2016 that involved 23 Korean teachers in a summer STARTALK program. The objective was to conduct a mixed method study investigating teachers’ perceptions about technology use and applications in their classrooms. Results indicated that teachers’ active participation in a blended learning experience proved invaluable in seeing the usefulness of technology in their classrooms.

**Presenter:** Marjorie Hall Haley (George Mason University)  
**Co-Presenter:** Hye Young Shin (George Mason University)

**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Teacher Training and Development  
**Presentation Language:** English  
**Applicable Language(s):** All

**2:00pm - 2:25pm**

**One-Scenario Based Teaching**

This presentation is about how to execute a lesson plan for teaching adult foreign language learners with one scenario concentrated on integration of language and culture. It is also about what to consider in preparation for such a lesson plan and how to incorporate the four language skills.

**Presenter:** Bo Yang Park (Defense Language Institute)  
**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Teacher Training and Development  
**Presentation Language:** English  
**Applicable Language(s):** All

**2:30pm - 2:55pm**

**The 2016 NALRC Intensive Summer Language Workshop –Lessons and Experiences in Professional Development**

This presentation draws on our experiences in the NALRC 2016 intensive summer workshop to discuss the importance of professional development programs in African Languages in three areas: teacher preparation and support, enhancing the learning of African languages, and in exchanging ideas and information with peers teaching African languages across the US.

**Presenter:** Susan Kavaya (Indiana University)  
**Co-Presenter:** Gorrety Wawire (University of Mississippi)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Teacher Training and Development  
**Presentation Language:** English  
**Applicable Language(s):** All

**3:00pm - 3:25pm**
Analyzing Korean Conversations between Nonnative and Native Speakers

In an attempt to provide empirical and theoretical grounds for FL/HL learning processes, conversations of 16 Korean language learners with their native-speaking conversation partners (CP) were quantitatively analyzed. The goal was to evaluate the effects of personal variables, such as heritage status, prior acquaintance with CP, and gender of CP, on conversational variables, including total number of learners’ words, turns, and code-switching initiatives.

**Presenter:** Jeongyi Lee (Kennesaw State University)
**Sponsor(s):** ALTA/NCOLCTL
**Applicable Language(s):** All

Professional Development Resources for Effective Language Teaching & Learning

STARTALK has developed a suite of online resources to support effective critical language teaching and learning. This poster session will introduce ready-to-use tools for professional development on topics such as proficiency-based learning environments, reaching and teaching heritage language learners, classroom management, comprehensible input, and strategies for assessing learning.

**Presenter:** Pam Delfosse (National Foreign Language Center)
**Sponsor(s):** ALTA/NCOLCTL
**Applicable Language(s):** All

The National Foreign Language Center (NFLC) Resource Portal

The National Foreign Language Center has produced thousands of resources in over 90 languages to support the LCTL community. This session will illustrate the nature and variety of these materials that are publically available via the NFLC’s e-learning portal, and show how it can be used by language learners, language instructors, and learning officers.

**Presenter:** Taimur Khan (National Foreign Language Center)
**Co-Presenter:** Bryan Anderson (National Foreign Language Center)
**Sponsor(s):** ALTA/NCOLCTL
**Presentation Language:** English
**Applicable Language(s):** All

Types of Assessment for Chinese Heritage Learners in College Language Classrooms

This study examined and compared different types of assessment designed for Chinese heritage learners in college language classrooms. These findings provide guidelines for helping educators to adjust their teaching methodologies to meet the particular needs of heritage learners.

**Presenter:** Pei-Shan Yu (Georgetown University)
**Sponsor(s):** ALTA/NCOLCTL
**Applicable Language(s):** All
**Parallel Session 3**  
**Location:** Arlington Heights  
**Chair:** Jeffrey Cary (Institute of International Education)

### African Flagship Languages Initiative: Hybrid Classroom & Online Instructional Materials for Intensive Pre-Overseas Study

This presentation will highlight the development of instructional materials for the summer pre-departure language and culture training program of the African Flagship Languages Initiative (AFLI). Hybrid instructional materials combine classroom learning with online video courses filmed in the target culture, building students’ oral proficiency in the host-country language before they begin long-term study abroad.

**Presenters:** Jeffrey Cary (Institute of International Education)  
**Co-Presenters:** Charles Bwenge & Akinbode Akinyemi (University of Florida)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Innovation and Technology  
**Presentation Language:** English  
**Applicable Language(s):** All

### All Languages Matter Despite Uneven Development and Status

As Wang and Winstead (2016) indicated in the Handbook of Research on Foreign Language Education in the Digital Age, all languages matter despite uneven development and status. Through a historical review of uneven language development and some transferability issues, this presentation aims at providing a global perspective and encouraging new methods within global and local contexts.

**Presenter:** Penny Congcong Wang (University of Northern Iowa)  
**Co-Presenters:** Lisa Winstead (California State University Fullerton)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Innovation and Technology  
**Presentation Language:** English  
**Applicable Language(s):** All

### A New Space Promethean Planet has Merged with ClassFlow

Sick of looking for interactive lesson plans? Don't worry! Come and see how to get lessons in any language you teach. Teachers will be presented with a planet of educational resources: Promethean Planet. ClassFlow unites the Promethean Planet community with an expanded galaxy of resources and the ability to deliver collaborative lessons all in one space.

**Presenter:** Abdulnasser Ahmeda (Dearborn Public Schools)  
**Sponsor(s):** ALTA/NCOLCTL  
**Target Area(s):** Foreign Language Instruction in K-12 setting  
**Presentation Language:** English  
**Applicable Language(s):** All

### Syntax is Fun! A Linguistics Approach to Chinese Grammar in L2 Classrooms

In this research, I will present four case studies, and in each I explain how linguistics knowledge is incorporated into L2 Chinese instruction. The four case studies are: Zhai, bare adjectives (such as 漂亮 piaoliang 'beautiful', 好看 hao kan 'good looking'), mend questions involving syllabification.

**Presenter:** Chuan Chih Wang (Newark Public Schools)  
**Sponsor(s):** ALTA/NCOLCTL  
**Target Area(s):** Foreign Language Instruction in K-12 setting  
**Presentation Language:** English  
**Applicable Language(s):** All

### LCTL Acquisition Boosters: Evidence from Swahili Learners

This talk presents results from a study that examined the acquisition process of Swahili by four students in Advanced Swahili, the third of three levels of Swahili offered at Michigan State University. The results indicate that the learning of LCTLs is boosted by quality instruction, learner motivation, duration of learning, immersion in target community, and access to quality sources.

**Presenter:** Jonathan Choti (Michigan State University)  
**Co-Presenters:** Asmaha Heddi (Michigan State University)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL L2 Research  
**Presentation Language:** English  
**Applicable Language(s):** Swahili

### Motivation in Learning Swahili as Foreign Language

This study surveys the motivation of students of elementary Swahili as a foreign language at an American University. The analysis is based on how culture motivates learners to learn Swahili as a foreign language.

**Presenter:** Beatrice Mkenda (The University of Iowa)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL L2 Research  
**Presentation Language:** English  
**Applicable Language(s):** Swahili
Parallel Session Three 4:05pm - 5:05pm Continues

**DAILY PROGRAM**

**3D Session**
**Location:** Roselle  
**Chair:** Esra Predolac (University of Kansas)

**Input-referring, Process-referring, and Output-referring**
This presentation is centered on developing a language teaching and learning curriculum using input—referring to linguistic content, and process—referring to types of pedagogically sound activities to make the linguistic content teachable and learnable. Also, the concept of output—referring to the ideal final learning objective, can be targeted by using a particular proficiency scale.

**Presenter:** Patras Bukhari (DLIFLC)  
**Co-Presenters:** Dian Huang (DLIFLC)

**Target Area(s):** LCTL Material Development

**Presentation Language:** English  
**Applicable Language(s):** All

**Sponsor(s):** NCOLCTL  
**4:05pm - 4:30pm**

**Integrating Intercultural Communication into the Three Modes of Communication**
Intercultural competence is the key to function in today’s interconnected world. Unfortunately, few LCTL textbooks equip students in this regard, and it falls on the LCTL teacher to “raise” interculturally competent students. I will give specific examples of how LCTL teachers can integrate intercultural communication into the three modes of communication (interpretive, interpersonal, and presentational) to ensure their students’ intercultural competence.

**Presenter:** Esra Predolac (University of Kansas)  
**Sponsor(s):** NCOLCTL  
**4:35pm - 5:00pm**

**Target Area(s):** LCTL Material Development

**Presentation Language:** English  
**Applicable Language(s):** All

**Sponsor(s):** NCOLCTL  
**Chair:** David Bong (Avant Assessment)

**3E Session**
**Location:** Meadows  
**Chair:** William Wamathai (Indiana University)

**An Interactionist Perspective: Transforming Communicative Competence into High Levels of Verbal Performance**
From the social interactionist theory perspective, language acquisition occurs in a supportive interactive environment and therefore language instruction should be delivered through scaffolding. This presentation focuses on improving student speaking skills through models and strategies that promote this perspective. We will show how to transfer students’ communicative competence into verbal language production.

**Presenter:** Saime Matsu (DLIFLC)  
**Co-Presenters:** Madhumita Mehrotra & Oya Bolgun (DLIFLC)

**Target Area(s):** LCTL Methodology

**Presentation Language:** English  
**Applicable Language(s):** All

**Sponsor(s):** NCOLCTL  
**4:05pm - 4:30pm**

**Linguistic Image of the World and Its Applicability in Teaching LCTLs**
The present paper first breaks down the notoriously elusive concept of linguistic image of the world into components applicable in language teaching. It then analyzes a selection of commonly used introductory and intermediate LCTL textbooks assessing the extent in which these target-language components are embedded into the structure of the textbooks.

**Presenter:** Danko Sipka (Arizona State University)  
**Sponsor(s):** NCOLCTL  
**4:35pm - 5:00pm**

**Target Area(s):** LCTL Methodology

**Presentation Language:** English  
**Applicable Language(s):** All

**Sponsor(s):** NCOLCTL  
**5:00pm - 5:30pm**

**3F Session**
**Location:** Barrington

**Chair:** William Wamathai (Indiana University)

**Connecting to the Minds of Learners – The Instructor as the Most Important Piece of Technology**
Classroom is a social domain with two principals: the teacher and the learner(s). The first thing that determines a successful learning process is the mind of the learner and this aspect can be influenced by several factors. Different studies have looked at teaching strategies, but this presentation focuses on how they can be used to help the minds of the learners.

**Presenter:** Yewande Aluko (Indiana University)  
**Sponsor(s):** ALTA  
**4:05pm - 4:30pm**

**Target Area(s):** AFL Teacher Training and Development

**Presentation Language:** English  
**Applicable Language(s):** All

**Sponsor(s):** ALTA  
**Chair:** David Bong (Avant Assessment)

**Strategies for Integrating Multimedia Resources in Learning Management Systems: A Case of Swahili Resources for Language for Specific Purposes**
The purpose of this paper is to explore strategies for integrating multimedia resources within a Learning Management System to advance intercultural communication through learning Language for Specific Purposes. This paper outlines approaches used to integrate language specific multimedia resources within Canvas LMS. The strategies were used in an advanced Swahili course.

**Presenter:** William Wamathai (Indiana University)  
**Sponsor(s):** ALTA  
**4:35pm - 5:00pm**

**Target Area(s):** AFL Innovation and Technology

**Presentation Language:** English  
**Applicable Language(s):** All

**Sponsor(s):** ALTA  
**Location:** Barrington  
**Chair:** William Wamathai (Indiana University)
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<thead>
<tr>
<th>Session</th>
<th>Location</th>
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<tr>
<td>3G</td>
<td>Hoffman Estate</td>
<td>Asham Mangla (Defense Language Institute)</td>
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**A Neurolinguistic Perspective on Technology in Language Teaching**

A neurolinguistic perspective on technology in language teaching: This session's central argument is that technology caters principally to declarative memory, which involves metalinguistic knowledge, does not lead to automatic production, and is limited in capacity. The presentation provides an overview of factors to be considered in maximizing technology benefits, and aims to help language professionals gauge their expectations.

**Presenter:** Ali Bolgun (DLIFLC)  
**Co-Presenters:** Tatiana McCaw (DLIFLC)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Technology  
**Presentation Language:** English  
**Applicable Language(s):** All  
**Time:** 4:05pm - 4:30pm

**Innovative Use of Technology in Language Teaching and Learning**

Language teaching can be challenging depending on the tools you make available to students. At the verge of technology outburst in the 21st century, methods such as audio-lingual and grammar translation are not adequate to keep students actively involved. In this presentation, the use of technology in language teaching will be explored.

**Presenter:** Gorrety Wawire (University of Mississippi)  
**Co-Presenter:** Salome Aluso (Ohio University, Athens)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Technology  
**Presentation Language:** English  
**Applicable Language(s):** All  
**Time:** 4:35pm - 5:00pm
DAILY PROGRAM

Friday April 21, 2017

**Plenary Session 2**

<table>
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<tr>
<th>Time</th>
<th>Event Details</th>
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</table>
| 5:10pm - 6:20pm | Co-Sponsor: Welcome speech: Desa Dawson, ACTFL President | Location: Algonquin

**A STARTALK at 10: Impact, Innovation, and Resources**

**ABSTRACT:** The Have you heard about STARTALK? Are you familiar with the publicly-available resources on its website? Are you interested in hosting a STARTALK program? Come to this panel presentation to learn about this innovative program, which is changing the way world languages are taught and generating interest among students for the LCTLs. Panelists will share ways that this program is impacting students, teachers, institutions, and communities. You will also explore the vast resources that are hosted on the STARTALK website: curricula, learning plans, videos of effective classroom instruction, self-guided professional development modules, and much more.

**Panelists:**
- Marjorie Hall Haley, Professor of Education, George Mason University
- Betsy Hart, Director of Programs, National Foreign Language Center, University of Maryland
- Diane Varieur, Government Program Manager, STARTALK, National Security Agency

**Short Bios:**

**Dr. Marjorie Hall Haley** is tenured Professor of Education at George Mason University in Fairfax, VA. She is a former Spanish, French, German, and ESL teacher of 14 years. Dr. Haley holds a PhD in Foreign Language Education and English as a Second Language from the University of Maryland, College Park. She has also earned a Master’s degree in education and advanced studies certificates from Towson University and Johns Hopkins University, respectively.

In her 29th year at George Mason University, she teaches Foreign Language methods and ESL methods courses as well as doctoral courses in Brain-compatible Teaching and Learning, Bilingualism and Second Language Acquisition Research. She is actively involved in ongoing action research projects with teachers at local, national, and international levels. She has conducted four international teacher action research studies focused on the impact of implementing the Multiple Intelligences theory in foreign/second language classes. These studies included over 3,000 students in 14 states and 6 countries. In 2012, the Foreign Language Association of Virginia (FLAVA) awarded her its Marshall Brannon Excellence in Teaching Award, Post-Secondary. In 2002 George Mason University awarded her its Outstanding Faculty Award in Teaching. She is a former member of the Board of Directors of the American Council on the Teaching of Foreign Languages (ACTFL). In 2016 the American Education Research Association (AERA) awarded her the Carlos J. Vallejo Memorial Award for Lifetime Scholarship.

Dr. Haley's research and publication record is robust. Her most recent books are, Content-Based Second Language Teaching and Learning: An Interactive Approach (2nd Ed.) (2014) and Brain-compatible Differentiated Instruction for English Language Learners (2010). In addition, she is a featured scholar in the WGBH and Annenberg/CPB video, “Valuing Diverse Learners” available at www.learner.org.

**Ms. Betsy Hart** is director of programs at the National Foreign Language Center (NFLC) at the University of Maryland. Since 1993, she has held several positions at the NFLC beginning as executive assistant to the director and then serving as associate director for many years before assuming her current role.

Ms. Hart directs the implementation of the STARTALK project tasks to make certain that they are conceptually on track, on time, and adhere to client requirements. She is actively involved in STARTALK outreach activities and disseminates information on STARTALK through national conference presentations and workshops. She launched her career in higher education in Heidelberg, Germany, where she coordinated the scheduling of classes and professors throughout Europe for University of Maryland's University College Overseas Programs. Ms. Hart holds an undergraduate degree in Education from Marywood University, a master's degree in Business Administration from Boston University, and a post-graduate certificate program in Leadership and Management at the University of Maryland.

**NCOLCTL Delegate Assembly Meeting**

<table>
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<th>Time</th>
<th>Event Details</th>
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| 6:30pm - 11:00pm | Chair: Wafa Hassan, NCOLCTL President | Venue | Meadows
Parallel Session 4
7:30pm - 11:00pm

Language Specific 1, and Business Meetings

Swahili

4A  Session  Location: Long Grove  Chair: Leonard Muaka (Howard University)

CHAUKIDU/Kiswahili Group Business/Annual Meeting

4B  Session  Location: Arlington Heights  Chair: Oluseye Adesola (Yale University)

Yorùbá

AATY Group Business/Annual Meeting

Zulu

4C  Session  Location: Inverness  Chair: Galen Sibanda (Michigan State University)

Ukufundisa isiZulu KwaZulu-Natali ngokwemigomo yokufundisa izilimi zokwethekela

Ukufundisa izilimi zokwethekela emazweni ngamazwe kunezingqinamba ezahlukahlukene. Izilimi zase-Africa ezifundiswa emazweni ase-shonalanga njengaseMelika zona zithi azibe nezingqinamba ezengeziwe uma siziqhathanisa nezinye izilimi zasentshonalanga ezifundiswa kulo elaseMelika.

Presenter: Audrey Mbeje (University of Pennsylvania)  Sponsor(s): ALTA  7:30pm - 7:55pm

Target Area(s): LCTL Sustainability  Presentation Language: Zulu  Applicable Language(s): Zulu
**DAILY PROGRAM**

Saturday April 22, 2017

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<th>Event Description</th>
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<td>Location: Arlington Lobby</td>
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<td>8:00am - 5:00pm</td>
<td>004 Exhibition Hours</td>
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**Colloquium 4 & Parallel Session 6**

**8:30am - 10:00am**

**C04 Colloquium**

**Location:** Long Grove

**Chair:** Luis Goncalves (Princeton University)

*Cognitive Activities and Community Engagement in the Portuguese as a World Language Classroom*

This panel introduces instructors to new more effective approaches to student activities, presents strategies to connect these activities and the classroom to the community and the world, and repositions the Portuguese student, instructor, and classroom in a pluricentric linguistic system.

**Presenter:** Luis Goncalves (Princeton University)

**Co-Presenters:** Ana Clotilde Thome & Williams Luana Reis

**Sponsor(s):** NCOLCTL

**Presentation Language:** English

**Target Area(s):** All

**Applicable Language(s):** All

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**6A Session**

**Location:** Hoffman Estates

**Chair:** Japhet Ajani (Ohio University, Athens)


This paper intends on showing the growing influence of African languages in the United States. It aims at analyzing the challenges and advantages in developing prosperous African Languages' curricula. This piece will focus on the Senegalese Wolof language and analyze the linguistic cooperation that exists between the United States and Senegal.

**Presenter:** Macodou Fall (Ohio University, Athens)

**Sponsor(s):** ALTA/NCOLCTL

**Presentation Language:** English

**Target Area(s):** Research and Assessment in Foreign language Teaching or Learning

**Applicable Language(s):** All

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*Dynamic Assessment Approach and the Acquisition of Morphophonology among Intermediate L2 learners of Russian*

This presentation discusses an ongoing study based on Dynamic Assessment. First, the presentation overviews major Dynamic Assessment concepts, i.e. the zone of proximal development and mediation. Then, the presentation introduces preliminary findings of the study with a special focus on the process of morphophonology acquisition among L2 Russian intermediate university students.

**Presenter:** Ableeva Rimma (Coastal Carolina University)

**Sponsor(s):** ALTA/NCOLCTL

**Presentation Language:** English

**Target Area(s):** Research and Assessment in Foreign language Teaching or Learning

**Applicable Language(s):** All

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*Challenges of Developing Yoruba Curriculum in an American University Campus: An Experiential Account*

Learning or teaching a language can be a bittersweet experience. One is of enthusiasm and the other, uncertainty. The Yoruba language program has just been added to the Ohio University’s language curriculum by offering it in the African Studies Program. This study seeks to investigate the challenges associated with its teaching and proffer some solutions.

**Presenter:** Japhet Ajani (Ohio University, Athens)

**Sponsor(s):** ALTA/NCOLCTL

**Presentation Language:** English

**Target Area(s):** Research and Assessment in Foreign language Teaching or Learning

**Applicable Language(s):** All
Expanding Curriculum Beyond Regular Language Courses: A Case of a Kiswahili Course for Global Health

This presentation focuses on how language teaching can be blended beyond language classes, a case of a Global Health course taught at Cornell University. The course also serves as an opportunity to encourage students to register for regular language classes after completing a service learning program in Tanzania. It is a way of strengthening the language program, and fostering relations.

Presenter: Happiness Bulugu (Cornell University)
Sponsor(s): ALTA
Target Area(s): LCTL Sustainability
Presentation Language: English
Applicable Language(s): All

Teaching to the Senses: The Use of Visuals in Teaching Yoruba Language

The use of different kinds of visuals has attracted interest in pedagogical discourse. Visuals are teaching aids that help in communicative teaching. They serve as teaching tools and at the same time as reinforcement strategies. Works have been done on pictures, videos and the like but this work provides a collaborative framework on how to use visuals to teach the Yoruba language.

Presenter: Yewande Aluko (Indiana University)
Sponsor(s): ALTA
Target Area(s): Foreign Language Instruction in K-12 setting
Presentation Language: English
Applicable Language(s): All

The Pragmatic Development in the Speech Act of Requests by L2 Korean Learners

This study examines how students learning Korean as a foreign language in a U.S. college develop L2 pragmatic ability in the speech act of request. To show the relationship between L2 Korean proficiency and development of speech act of requests, the participants were divided into two groups depending on L2 proficiency to see the development of request strategies and modification.

Presenter: Sangkyung Han (University of Michigan)
Sponsor(s): NCOLCTL
Target Area(s): LCTL L2 Research
Presentation Language: English
Applicable Language(s): Korea

Integrate Concept-based Instruction (CBI) and Story-based Approach (SBA) to Teach Young Chinese Language Learners

Having the understanding of seniority can help children better blend in Chinese society and culture. Literature has shown the effectiveness of CBI on internalizing the function and the meaning of a language. Practice has shown the appropriation of SBA to child language development. Present attempt is to develop an integrated method to teach young children Chinese language and culture.

Presenter: Yue Gao (University of Pittsburgh)
Sponsor(s): NCOLCTL
Target Area(s): Foreign Language Instruction in K-12 setting
Presentation Language: English
Applicable Language(s): All

Learner's Perception towards Communicative and Non-communicative activities in Swahili Foreign Language Classroom, A case of St. Lawrence University

The study explores the perception of Swahili Foreign Language Learners towards communicative and non-communicative activities in Swahili Classroom. Data will be collected through questionnaire analyzed with the use of SPSS.

Presenter: Khalid Kitito (St Lawrence University)
Sponsor(s): ALTA
Target Area(s): Foreign Language Instruction in K-12 setting
Presentation Language: English
Applicable Language(s): All

Opportunities and Challenges in Applying the Five C's in Designing Arabic Lesson Plan

The standards of foreign language instruction specify five core areas that emphasize intercultural communication. This paper examines the application of those five C's in designing a unit plan around the theme of travel for fifth grade students of varying proficiency levels by focusing on the Arab medieval historic traveler, Ibn Battuta.

Presenter: Mona Badawy (Noor International Academy)
Sponsor(s): ALTA
Target Area(s): Foreign Language Instruction in K-12 setting
Presentation Language: English
Applicable Language(s): All
DAILY PROGRAM

Saturday April 22, 2017

6D Session  Location: Elk Grove  Chair: Suwako Watanabe (Portland State University)

Metaphoric Competence and Conceptual Fluency in Teaching Foreign Languages

As a cultural phenomenon, metaphor brings sufficient differences in conceptual systems of languages, low awareness and control of which result in culturally inappropriate discourse in a foreign language. This presentation will consider the materials for teaching Russian. The instructional materials encompass metaphors related to color, animals, sports, taste, and emotion (anger, happiness, love, sadness).

Presenter: Larysa Bobrova (Miami University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Material Development  Presentation Language: English  Applicable Language(s): All

Using Authentic Materials in Teaching High School AP Chinese Course

This study investigates how authentic materials could be introduced and consolidated effectively in an AP Chinese course. Some have found that foreign language learners are more motivated when working with authentic materials from movies, social media and Internet. This study discusses (1) the preparation of choosing and evaluating suitable materials, and (2) the process of integrating them with AP curriculum.

Presenter: Bonnie Chunmeng Wang (Durham Academy)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Material Development  Presentation Language: English  Applicable Language(s): All

OLMO-Online Learning Modules: Framework and Implementation

This session showcases OLMO, online learning modules to develop reading skills at the Advanced level in Arabic, Chinese, Hebrew, Japanese, Korean, Persian, and Turkish. OLMO provides autonomous learning opportunities after 200-level in a formal instruction. Results of field test surveys examining user-friendliness and course adaptability will be presented.

Presenter: Suwako Watanabe (Portland State University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Material Development  Presentation Language: English & Chinese  Applicable Language(s): Chinese

6E Session  Location: Roselle  Chair: Susan Kavaya (Indiana University)

Acquisition of Case and Agreement in L2 Hindi-Urdu

This paper investigates learning challenges faced by L1 English speakers learning L2 Hindi-Urdu. After highlighting, the learnability issues, this paper presents results of data collected by grammaticality judgment task, self-paced reading task and production task. At the end, the paper discusses the results of the research, pedagogical implications, and teaching methodology related to case and agreement in L2 Hindi-Urdu.

Presenter: Rajiv Ranjan (Michigan State University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Methodology  Presentation Language: English  Applicable Language(s): Hindi

Teaching the Standard Swahili in the Primary Schools of Eastern DR Congo where the Kiungwana Dialect of Swahili has Regularly Been Taught: Pedagogical Challenges and Possible Solutions

The majority of people in Eastern DR Congo generally speak Kiungwana, one of Swahili many dialects. It is by and large the same Kiungwana that has regularly been taught in the DR Congo Primary Schools. Eastern Congo shares borders with Uganda, Rwanda, Burundi, and Tanzania.

Presenter: Alphonse S Mutima (UNC Chapel Hill )
Sponsor(s): ALTA
Target Area(s): LCTL Methodology  Presentation Language: English  Applicable Language(s): Swahili

Teaching Grammar Creatively through Songs – A Case Study of Swahili

This presentation focuses on teaching grammar creatively through songs in the foreign language classroom. We discuss how to teach certain aspects of Swahili grammar creatively through songs by drawing from our experiences of teaching Swahili grammar through songs.

Presenter: Susan Kavaya (Indiana University)
Sponsor(s): NCOLCTL
Co-Presenter: Gorreti Wawire & Salome Aluso (University of Mississippi, Ohio University)
Target Area(s): LCTL Methodology  Presentation Language: English  Applicable Language(s): All
The Influence of Teacher Expertise on Enrolment Numbers of Students in African Languages in U.S. Colleges

Enrolment numbers in African languages in the U.S. colleges is evidently low. This could partly be influenced by inadequate training and guidance offered to new teachers. This study hypothesizes that teachers’ expertise and experience influence enrolment numbers. Thus, new teachers require adequate training before going into the classroom.

**Presenter:** Magdalyne Akiding (Ohio State University)

**Sponsor(s):** ALTA

**Target Area(s):** AFL Teacher Training and Development  
**Presentation Language:** English  
**Applicable Language(s):** All

**8:30am - 8:55am**

Making Heritage Learners an Asset in the LCTL Classroom to Maximize Learning for All Students

This presentation discusses the challenges of teaching Heritage learners in LCTL classes and offers guidance for teacher development at all levels. Drawing from experiences in college Arabic FL classrooms, it addresses key issues including appropriate placement, strategies for classroom management of mixed groups and potential benefits for all LCTL students.

**Presenter:** Lynn Whitcomb (Baylor University)

**Sponsor(s):** ALTA

**Target Area(s):** AFL Teacher Training and Development  
**Presentation Language:** English  
**Applicable Language(s):** All

**9:00am - 9:25am**

American Students’ Cultural Adjustment in China: Experiences and Coping Strategies

This study aims to investigate how American college students perceived their new learning environment in China, and to examine the strategies students employed to adjust to the new culture. The study also seeks to explore students’ learning needs in China and the ways in which those needs could be best accommodated.

**Presenter:** Jia Yang (University of Dayton)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Sustainability  
**Presentation Language:** English  
**Applicable Language(s):** All

**9:30am - 9:55am**

SLIC: A Website for Instructors of Less Commonly Taught Languages

SLIC (Sole Language Instructors Community) is an informal forum at Columbia University which was started in 2012 to build a community of instructors who are the only ones in their departments teaching their particular language. SLIC developed a website to expand the community and now welcome instructors beyond Columbia.

**Presenter:** Wijnie de Groot (Columbia University)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Technology  
**Presentation Language:** English  
**Applicable Language(s):** All

**8:30am - 8:55am**

Creating Web-based Material for Persian at Advanced and Superior Levels: Opportunities and Challenges

This presentation showcases two separate projects that offer web-based modules for Persian at Advanced and Superior levels: the CBI PATH and the OLMO-LCTL. In response to the increasing need for web-based material, these project offer interactive modules and are freely accessible to students and educators across the globe. Opportunities and challenges of such materials will be explored and discussed.

**Presenter:** Anousha Sedighi (Portland State University)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Technology  
**Presentation Language:** English  
**Applicable Language(s):** All

**9:00am - 9:25am**

Creating a Ubiquitous Learning Environment through the Use of WeChat

This presentation introduces a best practice of creating a ubiquitous learning environment for students of Chinese at the college level through the use of WeChat, a multi-functional app that has become increasingly popular. It describes the rationale and strategies for the use of such a tool to gain instructional efficiency.

**Presenter:** Chengxu Yin (University of Notre Dame)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Technology  
**Presentation Language:** English  
**Applicable Language(s):** All

**9:30am - 9:55am**

**EXHIBITION SESSION**  
**10:05am - 10:30am**
Plenary Session 3  10:35am - 11:45pm

Location: Algonquin  Chair: Adeolu Ademoyo (Cornell University)

**Humanizing Teaching: A Humanistic Approach to Teaching Languages**

**ABSTRACT:** The humanistic approach first became known to language teachers in the 70s thanks largely to the work of Earl Stevick, the best known proponent of humanism in language learning. A number of innovative methods broke away from the traditional audio-lingual and cognitive-code methods to focus instead more on the learner, learner autonomy, and affective domain. Motivated by the new demands of globalization and 21st century learning, and grounded in brain research and positive psychology, the humanistic approach has taken on new meanings during the past decade, calling for language teachers to humanize teaching and learning by educating the "whole child", creating more right-brain oriented instructional design and bringing more meaning, stories, empathy, and play into the language classrooms.

**Short Bio:**

**Dr. Lixing Frank Tang** is a research professor of foreign language education at the Steinhardt School of Culture, Education, and Human Development New York University. Before joining NYU in 1995, he taught ESL and Chinese in NYC public schools and served as the director of NYS Asian Languages Bilingual Technical Assistance Center. At NYU Steinhardt, he served as the director of Multilingual Multicultural Studies (TESOL/Foreign Language Education/Bilingual Education) from 1998 to 2013 and he was the founding director of Teaching Chinese as a Foreign Language Program at NYU. He was named NYU Steinhardt's Professor of Teaching Excellence in 2000. His research interest includes brain-based instruction, humanistic approach to teaching and learning, and mentoring in teacher development. He has published many articles and books with his first professional book TEFL in China: Methods and Techniques published in 1984. His more recent publications include a co-authored book Educating Students with Formal and Limited Education: A Guide for Educators (2010) and Humanistic approach in teaching language and culture in a referred journal (2016).
Feedback on Internet Resources in the Teaching and Learning of African Languages

The internet has caused an explosion in information sharing. How favorable is the internet to the study of African language? This study reports the feedback of students of African languages at Yale University about their awareness of, availability and effectiveness of online resources in the learning of African languages and suggestions on how to endear more prospective students.

Presenter: Oladoyin Abiona (Yale University)
Sponsor(s): ALTA
Target Area(s): AFL Material Development
Presentation Language: English
Applicable Language(s): All

Technology and African Languages Awareness in a Non-host English Environment: A Case Study of Students of Florida Memorial University, Miami Gardens, Florida

The study researches the disposition of students to learning African languages and the role of education technology. The study is a survey empirical research framed on Experiential Learning Theory. The findings indicate the students' awareness as well as relevance of technology to African languages learning. The study concludes that technology is important in the development of language teaching and learning.

Presenter: Adebimpe Adegbite (Florida Memorial University)
Sponsor(s): ALTA
Target Area(s): AFL Material Development
Presentation Language: English
Applicable Language(s): All

Use of Songs in Teaching Vocabulary in Foreign Language Classroom: The Case of Swahili

The purpose of this paper is to analyze and advocate for the use of songs as a way of introducing vocabulary and making them memorable. This paper will demonstrate how songs can be used to teach Swahili vocabulary in a way that will serve not just vocabulary learning, but also creating competence among students.

Presenter: Jenipha Chuwa (Yale University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Methodology
Presentation Language: English
Applicable Language(s): All

Developing Advanced Level Writing Proficiency in Arabic

Progressing from the Intermediate to Advanced level is the most difficult and least discussed step in Arabic proficiency development. This presentation discusses a method that breaks writing proficiency into component parts and guides students through self-assessment and targeted improvement in order to perform at the Advanced level. While using Arabic as its example, the methods can apply to other languages.

Presenter: David DiMeo (Western Kentucky University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Methodology
Presentation Language: English
Applicable Language(s): All
Assessing Lower-level Chinese Language Achievement from Psycholinguistic and Second Language Processing Perspectives

By means of modeling, this study utilizes a series of self-developed aptitude and processing tools to measure the predictive power of L2 language processing potentials (in terms of tonemic awareness, orthographic awareness and memory in learning Chinese) in assessing students' language proficiency at different levels and describe the developing trajectory of processing cues and its correlations with learning outcomes.

**Presenter:** Henghua Su (Indiana University) **Co-Presenter:** Tianlin Wang (University of Notre Dame)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Testing and Assessment **Presentation Language:** English **Applicable Language(s):** All

**11:45am - 12:10pm**

Sustaining Linguistic Diversity at Community Colleges: A Case for Less Commonly Taught Languages at the City University of New York

To address the gap in scholarly research on LCTLS at community colleges, this project examines programs at four colleges of the City University of New York where LCTLS are thriving: Borough Manhattan Community College, Bronx Community College, Kingsborough Community College, and Queensborough Community College. It will report on strategies for sustaining and promoting linguistic diversity at community colleges.

**Presenter:** Alexander Lamazares (Bronx Community College) **Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Sustainability **Presentation Language:** English **Applicable Language(s):** All

**12:15pm - 12:40pm**

Language Specific 2

**Swahili**

**Athari za Mawasiliano ya Papo kwa Hapo Kwenye Komputa Katika Uandishi wa Insha za Kiswahili**

Utafiti huu unachunguza athari za mawasiliano ya papo kwa kompyuta kwenye uandishi wa insha kwa sababu ni hali ambayo hajafanyiwa utafiti katika ujifunzaji wa lugha ya Kiswahili kama lugha ya kigeni. Mahususi zaidi, utafiti huu unachunguza namna ambavyo walikuwa na ujifunzaji wa lugha na kuhusisha mawasiliano kama la kila kitu chako kwa kujifunza ujifunzaji wa lugha ya kigeni.

**Presenter:** David Kyeu (University of California Berkeley) **Sponsor(s):** ALTA

**Target Area(s):** LCTL Innovation and Technology **Presentation Language:** Swahili **Applicable Language(s):** Swahili

**12:15pm - 12:40pm**

Ujasiriamali-Taaluma Katika Kiswahili na Ufundishaji wa Kiswahili: Penye Miti Hapana Wajenzi


**Presenter:** Filipo Lubua (Ohio University) **Co-Presenter:** Zablon Mgonja (Florida International University) **Sponsor(s):** ALTA

**Target Area(s):** LCTL Innovation and Technology **Presentation Language:** Swahili **Applicable Language(s):** Swahili

**12:15pm - 12:40pm**

Vipimo-Bainifu-3 vya Uwasilianaji katika Darasa la Kiswahili kama Lugha ya Kigeni


**Presenter:** Beatrice Ng'umo Okelo (Baylor University) **Sponsor(s):** ALTA

**Target Area(s):** AFL Methodology **Presentation Language:** Swahili **Applicable Language(s):** Swahili
Yorùbá

SE Session

Lilo Ìmò-èrò láti Kó’ni ní Gírámà àti Àṣà Yorùbá

Bèbà yìí gbé oríṣiríṣí ònà tí a fì lè lo ìmò-èrò láti kò àwọn akékọ̀ ní ìsà àti gírámà èdè Yorùbá yè wò. Ó sì ọ̀sìkìyẹsí diè lára àwọn ònà tí a fì lè lo ìmò-èrò láti òṣè idanrawò àti idárayá fún àwọn akékọ̀ èdè Yorùbá. Ó tún dábá ònà àbáyọ̀ fún àwọn èsòrò tí ó sùyọ́

Presenter: Oluseye Adesola (Yale University)  
Sponsor(s): ALTA  
Target Area(s): LCTL Methodology  
Presentation Language: Yorùbá  
Applicable Language(s): Yorùbá

Aṣàrò Lórí Kikò Àwọn Òmò Yorùbá Ní Ilé Ìlẹ́kà

Bèbà iwádíi yìí jẹ́ akìtìyàn láti șe ágbèyèwò òṣè lára àwọn ìsòrò tí àwa olúkò Yorùbá ăṣèṣèbèrè ní Amèríkà, pàápáá ní ti kikò àti șíse ágbèyèwò síṣò Yorùbá àti àwọn ohun tí ó rò mó ọ. Ágbèyèwò wa nínú bèbà yìí yóò fojúṣò ilànà àkó Communicative Language Teaching, fún itòni àwọn olúkò áṣèṣèbèrè.

Presenter: Tolulope Akinwole (University of Wisconsin-Madison)  
Co-Presenter: Oluwakayode Odumbon (New York University)  
Sponsor(s): NCOLCTL  
Target Area(s): Foreign Language Instruction in K-12 setting  
Presentation Language: Yorùbá  
Applicable Language(s): Yorùbá

Kikò Orin Yorùbá ní Ilé-èkò Gíga

Orin jè oun èlò ti a lè lọ láti fì kò àwọn akékọ̀ nípa oríṣí ìsà Yorùbá, bii láti fì pa álọ. A lè fì orin ki èèyàn; fì bẹ̀bẹ̀ fún àánú; àti bẹ̀bẹ̀bẹ̀. Èṣè yìí sò àwọn ònà titun tí a le fì orin kò asà ní ònà tó yè koro.

Presenters: Victor Alabi (Indiana University)  
Sponsor(s): ALTA  
Target Area(s): AFL Methodology  
Presentation Language: Yorùbá  
Applicable Language(s): Yorùbá

Lunch and Exhibition 12:50pm - 1:50pm
C05  Colloquium  Location: Long Grove  Chair: Jonathan Choti (Michigan State University)

Kazakh Language for Specific Purpose: Goals and Teaching Methods

The relevance of an object is determined in accordance with the Language Policy and Planning in the Republic of Kazakhstan. Kazakhstan's choice of language of communication and instruction, as well as an analysis of each personal motivation to study the state language. Today, we will discuss professionally oriented training in the Kazakh language as a part of Language for Specific Purpose /LSP/.

Presenter: Elmira Orozaliyeva (Nazarbayev University)  Sponsor(s): NCOLCTL  2:00pm - 3:30pm
Co-Presenter: Omarbekova Gulnara & Agabekova Zhazira (Nazarbayev University)
Target Area(s): All  Presentation Language: English  Applicable Language(s): All

8A  Session  Location: Hoffman Estates  Chair: Esther Lisanza (University of North Carolina, Chapel Hill)

Comparison of English and Hindi Textual Discourse Styles in Editorials: A Source of Strenuous Processing for Learners of Hindi

This study identifies a number of key differences in textual discourse styles in English and Hindi editorials, which often lead to difficulties in reading comprehension by learners of Hindi. The study offers strategies that are geared toward helping to develop discourse competence not just in Hindi but also in LCTLs.

Presenter: Asham Mangla (DLIFLC)  Sponsor(s): NCOLCTL  2:00pm - 2:25pm
Target Area(s): LCTL L2 Research  Presentation Language: English  Applicable Language(s): All

Differences between Heritage and Non-heritage Learners in Learning ‘because’ in Korean

This study examines the acquisition of heritage and non-heritage learners' clausal connectives, specifically connectives that indicate a causal relationship. Four connectives that were taught in class were selected for this study. The results indicated that HL and non-HL groups showed a significant difference in judging the causal connectives.

Presenter: Eunji Lee (University of Pennsylvania)  Co-Presenter: Ji-Young Jung (University of Pennsylvania)  Sponsor(s): NCOLCTL
Target Area(s): LCTL L2 Research  Presentation Language: English  Applicable Language(s): All

Multilingualism as a Tool for Intercultural Communication: A Case of One Classroom in Kenya

This paper investigates children’s multilingualism as a tool for intercultural communication. The data in this paper are drawn from a study which was done in a first grade classroom in rural Kenya. The classroom had 89 children and two teachers. The language of instruction in this classroom was English while Kiswahili was the language of communication in and outside the classroom.

Presenter: Esther Lisanza (University of North Carolina, Chapel Hill)  Sponsor(s): NCOLCTL  3:00pm - 3:25pm
Target Area(s): LCTL L2 Research  Presentation Language: English  Applicable Language(s): All

8B  Session  Location: Arlington Heights  Chair: Elaine Mshomba (University of Pennsylvania)

A Task-based Approach to Second Language Teaching

Traditionally language teaching focused on grammar that did not prepare students to develop communicative capabilities to enable them to function in the cultural settings of the native speakers of the target language. The approach focused specifically on the study of the different linguistic components of the language under study.

Presenter: Geoefred Osoro (Wellesley College)  Sponsor(s): ALTA  2:00pm - 2:25pm
Target Area(s): AFL Methodology  Presentation Language: English  Applicable Language(s): All

It Takes a Village to Raise a Language

Intercultural communication, as a situated linguistic communication between individuals and/or groups of different linguistic origin, fosters comprehension and understanding within and outside the contexts of the classrooms. Intercultural communication is the hallmark of a successful language program.

Presenter: Olusegun Soetan (University of Wisconsin, Madison)  Sponsor(s): ALTA  2:30pm - 2:55pm
Target Area(s): AFL Methodology  Presentation Language: English  Applicable Language(s): All
Parallel Session Eight 2:00pm - 3:30pm Continues

DAILY PROGRAM

Classroom Strategies to Increase Student Engagement at the Elementary Level
We often have a wide range of elementary students. Some are new to college; others are less gifted or are just satisfying a language requirement. It is especially important to help these students focus and engage in the classroom. In this presentation, I will offer some new strategies I have used successfully to address this need.

**Presenter:** Elaine Mshomba (University of Pennsylvania)
**Sponsor(s):** ALTA
**Target Area(s):** AFL Methodology
**Presentation Language:** English
**Applicable Language(s):** All
**Location:** Inverness
**Chair:** Galen Sibanda (Michigan State University)

**Interacting through Visual Images in Learning Kiswahili**
Studies on learning a language indicate that outcomes for learning a foreign language through visual images are limited. Multiple studies assert that learning a language through visual images and authentic materials yield a successful outcome. However, there are limited studies on less commonly taught languages' use of visual images and authentic materials throughout the lessons.

**Presenter:** Margaret Mwingira (Indiana University)
**Sponsor(s):** ALTA
**Target Area(s):** AFL Teacher Training and Development
**Presentation Language:** English
**Applicable Language(s):** All
**Location:** Inverness

**Learning to Learn Swahili by Using the E-Portfolio**
How do Swahili students learn to make use of the E-Portfolio in learning Swahili? What makes the E-Portfolio an effective tool for teaching Swahili with successful outcomes? How can one assess students' work on the E-Portfolio? This paper will discuss these questions and illustrate how this e-learning tool has been used in teaching Swahili students.

**Presenter:** Anne Jebet (University of Virginia)
**Sponsor(s):** ALTA
**Target Area(s):** AFL Technology
**Presentation Language:** English
**Applicable Language(s):** All
**Location:** Roselle
**Chair:** Anousha Sedighi (Portland State University)

**Teaching African Languages through Film: Lesson Possibilities with Video Clips**
This work shows how video clips can be used for a variety of lessons and at different levels in teaching African Languages. One video clip can, for example, be used for teaching vocabulary, listening comprehension, grammar and culture. It can also be used for a beginner, intermediate, or even an advanced level lesson.

**Presenter:** Galen Sibanda (Michigan State University)
**Sponsor(s):** ALTA
**Target Area(s):** AFL Technology
**Presentation Language:** English
**Applicable Language(s):** All
**Location:** Roselle

**Examining Practice in Teaching Swahili Using Collaborative Autoethnography**
This study describes the lived experiences of two Kenyan women instructors of Swahili at an American Research 1 university. The study is framed within the Standpoint theory and Freire's Critical Pedagogy. Collaborative Autoethnography is used as methodology. The participants document their teaching experiences through journaling, self-reflection, and co-generative dialogues.

**Presenter:** Mary Gathogo (University of Illinois at Urbana-Champaign)
**Co-Presenter:** Anne Namatsi Lutomia (University of Illinois at Urbana-Champaign)
**Sponsor(s):** ALTA
**Presentation Language:** English
**Applicable Language(s):** All
**Location:** Roselle
**Chair:** Anousha Sedighi (Portland State University)

**Integrating Pronunciation into Arabic Classroom Activities**
The presentation will share a broad range of stimulating activities, exercises, and tests that teachers can use to bring second language (L2) pronunciation instruction to life, increase adult L2 learners' motivation, and enhance their oral skills.

**Presenter:** Asmaa Shehata (University of Calgary)
**Sponsor(s):** NCOLCTL
**Target Area(s):** LCTL Material Development
**Presentation Language:** English
**Applicable Language(s):** All
**Location:** Inverness

**Assessing Students' Oral Proficiency Longitudinally Using LCTL Voices: A Measurement Tool for Teachers and Researchers**
In this presentation, we introduce a free and openly available new resource for students, teachers and researchers of LCTLs: the Virtual Oral Interview Classroom-based Exam System (VOICES). VOICES is a series of online virtual assessments for students from beginner to advanced levels of language learning.

**Presenter:** Paula Winke (Michigan State University)
**Co-Presenter:** Patti Spinner (Michigan State University)
**Sponsor(s):** NCOLCTL
**Target Area(s):** LCTL Testing and Assessment
**Presentation Language:** English
**Applicable Language(s):** All
**Location:** Inverness
Refugee Camp Stays and Effects on Swahili Language Heritage Learners: Case Study of Congolese Refugee Youth in New Haven, Connecticut

Heritage learners of a language are expected to have some basic verbal and comprehension skills in a language through cultural connections. Younger immigrants as well as second generation learners with a linguistic connection to a language through their parents will often have an interest in improving their literacy (reading and writing) skills (Bernstein & Burke, n.d.).

**Presenter:** Veronica Waweru (Yale University)

**Sponsor(s):** ALTA

**Session Location:** Meadows

**Chair:** Angela Lee-Smith (Yale University)

**Presentation Language:** English

**Applicable Language(s):** All

**2:35pm - 2:55pm**

The Testing and Assessment of the Advanced Placement Chinese Language and Culture: How Can Students Keep their “Good Student Identity?”

This study examines students’ Chinese intercultural communication through taking the AP Chinese test. The findings show that the evaluations of tests, quizzes, exams, and the AP Chinese test associated with being good students in their high school career no longer index the same social meaning in real world practices.

**Presenter:** Hsuan-Ying Liu (University of North Dakota)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Testing and Assessment

**Presentation Language:** English

**Applicable Language(s):** All

**2:35pm - 2:55pm**

Tapping into ‘Community’ for a Less Commonly Taught Language Curriculum: Fostering Meaningful Language Use and Intercultural Communication

This presentation shares and discusses the outcomes of a community-based language learning project which provides students the opportunity to interact with senior citizens living in South Korea. The project enables students to maintain the Korean language, learn about Korean society, and engage in cross-cultural/cross-generational conversations.

**Presenter:** Angela Lee-Smith (Yale University)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Methodology

**Presentation Language:** English

**Applicable Language(s):** All

**3:00pm - 3:25pm**
Parallel Session 9  
3:45pm - 4:45pm

**Fostering Intercultural Communication through an International Language Exchange Project Using Skype**

This presentation reports on student perceptions of a collaborative language-exchange project between a U.S. and a Japanese university. The Skype-based activity fostered cooperative intercultural relationships and aimed to increase confidence and motivation to learn. Data revealed mixed findings on perceptions of confidence and benefits, and overall positive perception of enjoyment of the project.

**Presenter:** Kathryn Negrelli (Kennesaw State University)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Technology  
**Presentation Language:** English  
**Applicable Language(s):** All

**Academic Entrepreneurship in Computer-Based LCTL Instruction: A Yet Unseized Opportunity**

To accommodate inadequate funding, faculty can actively engage in identifying and providing solutions to the societal problems, while generating money for themselves and their universities. This presentation will shed light on academic entrepreneurship in computer-based LCTL instruction. The presentation will show to what extent LCTL instructors have/should engage in entrepreneurial activities that cater for the needs of the 21st century digital learners.

**Presenter:** Filipo Lubua (University of Pittsburgh)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Technology  
**Presentation Language:** English  
**Applicable Language(s):** All

**A Pedagogical Re-reading of Freud: Challenges and Rewards of Exploiting Humor for Yoruba Language Instruction**

Between Freud (trans. 1960) and Critchley (2002) is an attempt to reinvent and redeploy humor to act as a tool for social action. Many educators are increasingly re-contextualizing humor, probing its usefulness in language classrooms. This paper joins this robust discussion by attempting a pedagogical re-reading of Sigmund Freud’s treatise on jokes and their relation to the human mind.

**Presenters:** Tolulope Akinwole (University of Wisconsin-Madison)  
**Sponsor(s):** ALTA  
**Target Area(s):** AFL Methodology  
**Presentation Language:** English  
**Applicable Language(s):** All

**Challenges of Teaching and Learning Kiswahili Polysems and Homonyms in Foreign Language Center Language Class: Methods and Strategies**

This article explores the challenges, methods and strategies used in teaching and learning Kiswahili polysems and homonyms in foreign language classes. The data was collected through interview, observation, and documentary review methods and thereafter, analyzed descriptively. Findings show that Kiswahili has a more complex system of polysems than homonyms.

**Presenters:** Pendo Salu Malangwa (University Darsalam)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** AFL Methodology  
**Presentation Language:** English  
**Applicable Language(s):** All

**The Role of The STARTALK Language Program in Promoting Intercultural Competence**

Realities that students graduating from college must grapple with necessarily demand intercultural competence. This study examines the role of the STARTALK language program in infusing intercultural competence among 2013-2015 high school participants. The intercultural competence theoretical framework forms the basis of this study which quantitatively analyzes STARTALK data.

**Presenters:** Peter Mwangi (Ohio University)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL L2 Research  
**Presentation Language:** English  
**Applicable Language(s):** All

**Processing the Chinese "Ba" Construction: With Reference to First Language Background and Syntactic Complexity**

This study investigated how Chinese native speakers and L2 learners from head-initial and head-final languages resolved an ambiguous construction “NP1 Verb de NP2” in an online experiment and an offline questionnaire. Results showed that native speakers and L2 learners displayed different parsing patterns and that L1 background influenced L2 processing.

**Presenters:** Yun Yao (University of Arkansas)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL L2 Research  
**Presentation Language:** English  
**Applicable Language(s):** All
Language Specific 3

**Swahili**

Ufundishaji Wa Sarufi Ya Kiswahili Katika Muktdadha Katika Shule Za Sekondari Nchini Kenya

Tafiti nyingi zinaonyesha kuwa wanafunzi huyoeza kujifunza vyema na kuelewara sarufi ya lugha kupitia muktda wawakeo. Ingawa mbinu hii ambayo vipengele vya sarufi huonishwa na mawasiliano anidhi au zungumzi, ni bora, huwa haitumii nechini Kenya. Utatifu huu ulifanywa ili kutibitisha ubora wa mbinu ya kufundosha sarufi katika muktda kwa wanafunzi wa sekondari katika kaunti ya Nairobi, nechini pili ya vuatu.

**Session Chair:** Mohamed Mwamzandi (University of North Carolina, Chapel Hill)

**Presenters:** Babusa Hamisi (Kenyatta University)

**Sponsor(s):** ALTA

**Target Area(s):** Foreign Language Instruction in K-12 setting

**Language of Presentation:** Swahili

**Applicable Language(s):** Swahili

**Dhima ya Kiswahili katika mapambano dhidi ya uagaidi**


**Presenter:** Mohamed Mwamzandi (University of North Carolina, Chapel Hill)

**Sponsor(s):** ALTA

**Target Area(s):** AFL Sustainability

**Presentation Language:** Swahili

**Applicable Language(s):** Swahili

**Yorùbá**

Gbígbo: Ìpèníjà nlá fún àwọn akékojó èdè Yorùbá bí èdè akókún


**Presenter:** Adeola Agoke (University of Wisconsin Madison)

**Sponsor(s):** ALTA

**Target Area(s):** LCTL Methodology

**Presentation Language:** Yoruba

**Applicable Language(s):** Yoruba

**Ọ̀nà Àbáyọ Sí Ìpèníjà Àṣà Àjẹ̀ji Ní Kíláàsì Amẹ́rìkà**

Áwọn akékojó Yorùbá ní Amẹ́rìkà níbẹ̀ láti inú onírúnrú àṣà. Wọ́n sì ṣé ń lọ ìṣẹ̀ jáwọ̀, wọ́n sì lọ ìṣẹ̀ jáwọ̀. Òlọ̀wọ́ ní ń ṣe ọ̀pọ̀lọ̀pọ̀ láti kọ̀ ṣe ọ̀rọ̀ lè jẹ́ pàtàkì fún fífí fíìmù kọ́ èdè Yorùbá. Wọ́n sì ṣe ń lọ ìṣẹ̀ jáwọ̀ wá ń ṣe àwọn èdè Yorùbá àsà láti jẹ́ ìsẹ̀lẹ̀ àwọn èdè Yorùbá àsà lọ́wọ́lọ́wọ́ lè jẹ̀ èdè Yorùbá.

**Presenter:** Bayo Omolola (Howard University)

**Sponsor(s):** ALTA

**Target Area(s):** AFL Methodology

**Presentation Language:** Yoruba

**Applicable Language(s):** Yoruba

**Lílò Fíìmù Láti Ko ̀ Èdè Yorùbá**

Ọ̀nà méta gbóójí ní ò jé pàtákì fún fífí fíìmù kó èdè Yorùbá. Ákókó, ó wúlò láti kó èdè ó ń gbósì ìpèníjà àwọn èdè Yorùbá àsà láti, ò bá ò jẹ́ ìsẹ̀lẹ̀ àwọn èdè Yorùbá àsà láti jẹ́ ìsẹ̀lẹ̀ àwọn èdè Yorùbá àsà láti jẹ́ ìsẹ̀lẹ̀ àwọn èdè Yorùbá àsà láti jẹ́ ìsẹ̀lẹ̀ àwọn èdè Yorùbá àsà láti jẹ́ ìsẹ̀lẹ̀ àwọn èdè Yorùbá àsà láti jẹ́ ìsẹ̀lẹ̀ àwọn èdè Yorùbá àsà láti jẹ́ ìsẹ̀lẹ̀ àwọn èdè Yorùbá àsà láti jẹ́ ìsẹ̀lẹ̀ àwọn èdè Yorùbá àsà láti jẹ́ ìsẹ̀lẹ̀ àwọn èdè Yorùbá àsà lọ́wọ́lọ́wọ́ lè jẹ̀ èdè Yorùbá.

**Presenter:** Yewande Aluko (Indiana University)

**Sponsor(s):** ALTA

**Target Area(s):** AFL Methodology

**Presentation Language:** Yoruba

**Applicable Language(s):** Yoruba
Note
The Importance of Less Commonly Taught Languages in Global Business

**ABSTRACT:** As the emerging markets have grown in economic importance, so too have the languages spoken within them for multinational companies. The major markets of the OECD (advanced economies) nations have become saturated while the real growth potential exists in the fast-growing economies of emerging and developing economies. In 2016, the IMF reported that while the GDP of the OECD (advanced) economies grew at a rate of 1.8%, the GDP growth rate for emerging and developing economies averaged 4.6%. Global MNC’s are increasingly aware that their path to economic growth is to tap these markets, and one of the essential ways to reach these markets is through those who understand the languages there. The second fastest growing market in 2016 was Myanmar (7.7%), bringing considerable demand for Burmese in a country where virtually no other language is spoken. The demand for Chinese is perhaps the most notably in demand among the less commonly taught languages, even as China has begun to slow slightly in its growth (still an impressive 6.2%) and remains the world’s second largest GDP. Yet for all the attention China has received, India, Bangladesh, Cambodia, Ethiopia, Ghana, Tanzania, Kenya, Vietnam and the Philippines have all grown at over 6% as well. With that growth comes a need to reach those markets through Hindi, Bengali, Gujarati, Khmer, Asante, Swahili, Vietnamese and Tagalog. Other countries with massive populations and large domestic markets include Nigeria and Indonesia, both of which create their own demand for a wide range of domestic languages: Hausa, Yoruba, Igbo, Javanese, Sundanese, and Bahasa Indonesia. Finally, emerging markets aside, five of the world’s 15 largest economies use languages that have largely monolingual populations using languages that are not widely taught despite the size and maturity of their economies: China (#2), Japan (#3), Brazil (#9), South Korea (#11) and Russia (#13) – and one could add India (#7) and Italy (#8) as having lesser taught languages as their main tongues even if bilingualism is widespread. It is for these reasons that less commonly taught languages continue to represent a pressing need for global business.

IMF data cited: http://www.imf.org/external/datamapper/NGDP_RPCH@WEO/OEMDC/ADVEC/WEOWORLD/IND

**Short Bio:**

David A. Victor, Ph.D. (University of Michigan, 1984) is a Professor of Management and International Business at the Eastern Michigan University College of Business. He is also an author, consultant, management coach. Additionally he is the Editor-in-Chief of the *Global Advances in Business Communication Journal* and co-founder of the Tricontinental Conference on Global Advances in Business Communication.


David has consulted and run programs for over 200 companies and organizations. His clients cover a wide range including school systems, hospital networks and city and state governments as well as a wide range of companies working domestically in the United States as well as in Canada, Mexico, Middle East, East Asia and Europe. David has also served as an educational advising consultant to universities in the US, Canada, Mexico, Japan and western Europe.

Finally, David was President of the Association for Business Communication from 1996-1997, having first served as chair of the ABC’s International Committee for 8 years. During this time, David was instrumental in helping to establish the European, the Asia/Pacific and the Caribbean, Mexico, Central and South America regions of that organization.
Conference Award Ceremony

7:00pm – 12:00pm

Location | Algonquin
Plenary Session 5  
9:00am - 9:55am

Location: Algonquin  
Chair: Wafa Hassan (NCOLTCL)

Bringing Proficiency into Your Classroom

Abstract: Proficiency provides guidance for designing effective language learning, influencing curriculum and classroom practices. Learn to help learners move to higher levels of proficiency by analyzing and focusing on communication strategies needed to reach the next level, unwrapping the Proficiency Guidelines, Can-Do Statements, and core practices based on guiding principles for language learning. Examine the implications of proficiency in language learning through sample activities and units focused on developing language skills and literacy. Observe, discuss, and plan various ways proficiency can impact programs, learners’ continuous progress, and classroom practices for instruction and assessment.

Short Bio:

Paul Sandrock, Director of Education at the American Council on the Teaching of Foreign Languages (ACTFL), directs this national organization’s professional development and initiatives around standards, curriculum, instruction, and performance assessment. Previously, Paul was Assistant Director of Content and Learning at the Wisconsin Department of Public Instruction (DPI), coordinating the areas of English language arts, mathematics, international education, and world languages. He earlier served as the DPI state-wide consultant for world languages. Paul taught Spanish for 16 years in middle school and high school and authored *The Keys to Assessing Language Performance* as well as *Planning Curriculum for Learning World Languages*. Paul previously served ACTFL as a board member and president and received ACTFL’s Florence Steiner Award for Leadership in Foreign Language Education, K-12.

http://www.conference.ncolctl.org/membership-sign-up
Colloquium 6 / Parallel Session 10 10:00am - 11:30am

C06 Colloquium Location: Long Grove Chair: Yongfang Zhang (Wofford College),

MEE: Motivate, Engage, and Empower Learners to Take Ownership of Learning from Input to Output

The panel will describe the spiral MEE implementation in our STARTALK program: motivating participants, engaging them in real-world tasks and applied learning activities, and empowering them to take ownership of their learning. Specifically, we will describe our instruction design to facilitate students’ learning from the comprehensible input to the can-do output.

Presenters: Yongfang Zhang (Wofford College), Na Li (Clumbus Academy), Chao Yu (East Stroudsburg University)
Discussant: Betsy Hart (National Foreign Language Center (NFLC))
Sponsor(s): NCOLCTL

Presentation Language: English Applicable Language(s): All

http://www.conference.altaonweb.org/membership
10A  Location: Hoffman Estates  Chair: Elena Doludenko (Indiana University)

The Effectiveness of the Written Corrective Feedback for the Beginner Learners of Russian

The current study was conducted to explore how two types of written corrective feedback (focused vs. unfocused) might affect L2 acquisition of beginner learners of Russian. The results suggest that for the beginners, the focused WCF (where only one type of error is corrected) is more beneficial than the unfocused WCF (where multiple types of errors are corrected).

Presenter: Elena Doludenko (Indiana University)  Sponsor: NCOLCTL  Target Area: LCTL  L2 Research  Presentation Language: English  Applicable Lang.: All  10:00am - 10:25am

The Effectiveness of Performance-based Teaching on Reading Comprehension and Chinese Character Retention in Basic Chinese Reading Class

This study aims to evaluate the effectiveness of the performance-based teaching on Chinese reading comprehension for beginning Chinese language learners of higher education in the United States. The experimental group receives performance-based teaching, while the controlled group reads the given texts aloud and answers comprehension questions orally. The researchers collect data from self-developed reading comprehension quizzes.

Presenter: Shu-Yu Huang (Austin Peay State University)  Co-Presenters: Shu-Yu Huang, Shiuian-Yu Peng, Yu-Tung Chen  Sponsor(s): ALTA  Target Area: AFL Methodology  Presentation Language: English  Applicable Language(s): All  11:00am - 11:25am

Teachers of LCTL Heritage Learners: How Do we Perceive our Students

This session provides the preliminary results of a survey study about teachers’ perceptions of heritage language learners (HLLs) of different grade levels, languages, and types of classrooms. The study will provide insight into HLLs learning experiences and the expectations of these learners.

Presenter: John Chi (Center for Applied Linguistics)  Co-Presenters: Anne Donovan (Center for Applied Linguistics) and Margaret E. Malone (Assessment and Evaluation Language Resource Center, Georgetown University, ACTFL)  Sponsor(s): NCOLCTL  Target Area(s): LCTL  L2 Research  Presentation Language: English  Applicable Language(s): All  10:30am - 10:55am

Developing Short-Cut Measures of LCTL Proficiency: The New Korean C-Test

This presentation describes the development of a Korean C-test, and reports on preliminary findings of the pilot test administered to 38 learners of Korean. Implications for Korean as a foreign language researchers and practitioners on how C-tests can be used for screening, placement, and classroom assessment purposes are presented.

Presenter: Amy Kim (Georgetown University)  Co-Presenter: Young-A Son (Georgetown University)  Sponsor: NCOLCTL  Target Area: LCTL  Testing and Assessment  Presentation Language: English  Applicable Lang.: All  11:00am - 11:25am

10B  Location: Arlington Heights  Chair: Alwiya Omar (Indiana University)

Achieving Desired Proficiency Goals: Examples from a STARTALK Swahili Program

In this presentation, we will show how STARTALK Endorsed Principles were used in a Swahili STARTALK program. We will provide data on the performance of first time and fourth time participants. Audio recordings of performance based assessments will be used to show how students achieved respective desired proficiency goals of ACTFL Novice Mid and Intermediate Low were achieved.

Presenters: Alwiya Omar (Indiana University)  Sponsor(s): ALTA  Target Area(s): AFL Methodology  Presentation Language: English  Applicable Language(s): All  10:00am - 10:25am

Letting them Do it: Tapping on Student Interests to Boost Language Learning at the Advanced Levels

Advanced levels of language learning are full of excitement as both students and teachers look back at what they have achieved with satisfaction and hope. In this paper, I show how tapping on student interests can boost their language prowess in ways that bring them closer to their hopes and dreams, rewarding their persistence in learning.

Presenter: Leonora Kivuva (University of Pittsburgh)  Sponsor(s): ALTA  Target Area: AFL Methodology  Presentation Language: English  Applicable Language(s): All  10:30am - 10:55am

The Effectiveness of Performance-Based Teaching on Reading Comprehension and Chinese Character Retention in Basic Chinese Reading Class

This study aims to evaluate the effectiveness of the performance-based teaching on Chinese reading comprehension for beginning Chinese language learners of higher education in the United States. The experimental group receives performance-based teaching, while the controlled group reads the given texts aloud and answers comprehension questions orally. The researchers collect data from self-developed reading comprehension quizzes.

Presenter: Shu-Yu Huang (Austin Peay State University)  Co-Presenters: Shu-Yu Huang, Shiuian-Yu Peng, Yu-Tung Chen  Sponsor(s): ALTA  Target Area: AFL Methodology  Presentation Language: English  Applicable Language(s): All  11:00am - 11:25am
NCOLCTL Executive Board Meeting
12:00pm - 2:00pm | Venue: Elk Grove
Dr. Laura Kaplan Murray is a native of Washington, DC, where she attended local public schools, and developed an early interest in world affairs and foreign cultures. She earned a B.A. degree in Anthropology from Rice University in Houston, Texas, and a Ph.D. in Oriental Studies at the University of Pennsylvania, in Philadelphia, specializing in Modern Chinese History. Her graduate work included two years of intensive advanced Chinese at the Inter-University Center (also known as the Stanford Center) in Taipei, Taiwan, and a follow-on summer at Northwest University in Xi’an, China.

Dr. Murray has been a career employee of the National Security Agency since 1985. Her diverse career has spanned assignments in language analysis, open source exploitation, collection management, training, research, and foreign affairs. She has had extensive management experience, leading projects and missions from the team to the office level, and has served in various locations in the United States and overseas.

The language field has been an enduring focus of her work. Earlier in her career, she served as President of the Crypto-Linguistic Association, NSA’s professional association for members of the language field; as Deputy Dean of the Center for Language (now the College of Language and Area Studies) at the National Cryptologic School, and Technical Director of the Center for Advanced Study of Language.
From 2006 to 2008 she served as the Director, Foreign Language Program Office (FLPO), Office of the Director of National Intelligence (ODNI). In that position she had a major impact on national-level programs and policy for foreign language, chairing the Foreign Language Executive Committee (FLEXCOM), and providing information and recommendations to senior government officials and members of Congress. While at the ODNI, she launched the STARTALK program, which provides introductory language training for K-16 students, and teacher professional development, in 11 critical languages. STARTALK continues to be a robust program which has provided learning opportunities for more than 62,000 students and teachers in all 50 states. Dr. Murray was awarded a National Intelligence Certificate of Distinction in 2010 for being “singularly responsible” for the creation of STARTALK. While at the ODNI she also established Expert Groups under the FLEXCOM, which greatly improved integration and collaboration across the government language community. To improve collaboration and expertise among government language teachers, she initiated the Language Education and Research Network (LEARN), which has broken barriers between government language teaching institutions and encouraged shared innovations.

Since 2011 Dr. Murray has served as the Technical Director, College of Language and Area Studies, National Cryptologic School (NCS). Her responsibilities include developing and implementing strategic initiatives on behalf of language and area studies training, and fostering effective collaboration between the NCS and the broader government language and area studies community. One of her major projects has been the launch of the Tailored Language Training Initiative (TLLT), a research-based experimental training program to match language instruction methods to student cognitive aptitudes, and to guide the training with better use of assessments. After two successful pilots which showed strong results in student performance, the concept is being expanded to offer tailored training to a wider range of students.

Dr. Murray was recognized in 2015 for her outstanding lifetime contributions to the cryptologic language field as the recipient of the Crypto-Linguistic Association’s prestigious Sydney Jaffe award, which is bestowed on one individual annually.

Throughout her career, Dr. Murray has maintained a deep interest in Chinese affairs, including research and teaching. She has conducted original research and written and lectured on such topics as strategic deception, disaster response capabilities, pro-democracy movements, and the significance of soft power. For more than 20 years she has been an Adjunct Faculty member at the National Cryptologic School, teaching popular courses on China to hundreds of students, and mentoring numerous Adjunct Faculty aspirants.
Asma Ben Romdhane: I am a Tunisian Arabic Fulbright Teaching Assistant alumna. I am currently an Assistant Professor of Instruction of Arabic at Northwestern University. I am anticipating to obtain my Ph.D. in Foreign Language and ESL Education from The University of Iowa in Fall 2017. My focus is on the teaching and learning of Arabic as a second/foreign language. My dissertation is titled: “Impact of Social Interaction on the Acquisition of Spoken Arabic: Short-Term Study Abroad Context”. My research interests include language and program assessment, multimedia and SLA, study abroad and intercultural competence, and teaching methods in L2 classroom learning.

I am thrilled to receive the NFMLTA-NCOLCTL Research Award grant. Since I am currently transcribing my data, this reward will facilitate my goal of completing my dissertation as soon as possible. Being a recipient of such an honorable grant, will not only give me a motivation to finish writing my thesis, but also inspire me in both my academic and professional careers.

Bing Mu, a fourth-year PhD student in Chinese language pedagogy and a graduate teaching assistant in the department of East Asian Languages and Literatures at the Ohio State University. My dissertation “Intentions across Cultures” is to understand intentions in cross-cultural communicative situations and apply this notion of intention to Chinese as a Foreign Language (CFL) Teaching. I am honored to be selected to receive the NFMLTA-NCOLCTL Research Award grant, which will help me conduct my second stage of data collection in China. I am deeply grateful to NFMLTA and NCOLCTL for the recognition and the generous support.

Elena Doludenko holds MA in Teaching English to Speakers of Other Languages from Northern Illinois University and MA in Slavic Linguistics from Indiana University. Elena has experience teaching Russian courses at all levels, and she taught Russian at University of Evansville, Indiana University, and Indiana University Summer Language Workshop (formerly SWSEEL). She is currently a PhD candidate in the Department of Slavic and East European Languages and Cultures at Indiana University. Her research interests include acquisition of L2 syntax, written corrective feedback, and foreign language pedagogy. Elena’s dissertation is focusing on the effects of the written corrective feedback in second language acquisition, and specifically its role in the acquisition of the Russian grammar.

Mahbuba Hammad: I would like to thank the members of the NFMLTA/NCOLCTL committee for granting me this award and for giving me the opportunity to continue with my research. Without your support, it would be very difficult to conduct rigorous and comprehensive research, especially with the increasing scarcity of funding for LCTLs. It is my hope that the results of this research will not only contribute to the Arabic language field as it pertains to literacy, but also to other LCTLs and to the field of world languages education at large. It is also my hope that this research will address both academic and administrative aspects to the promotion of world languages education especially as they relate to educational structures, pedagogies, methodologies and language advocacy.

As a Chilean person of Arab descent, I came to United States with deep aspirations to continue my education and hopefully contribute to our ever-increasingly fragile and delicate world. Learning, researching and teaching languages has been one of my biggest passions, being one of the avenues to bridging peoples and cultures. I have been a faculty member with the Dept. of World Languages and Literatures at Cal State University, San Bernardino. I teach many content-based courses, integrating contemporary issues of Arab culture, such as media, healthcare, environment, human rights, media and film into the classroom. I was also involved in my campus’ intensive summer language program, and partake in several national projects initiatives such as Arabic Al-Masdar (an online repository of resources for teachers & learners of Arabic), AlDaad (a leveled Arabic reading initiative), and other professional development.
Xia Xue: I am grateful to the NFMLTA - NCOLCTL Research Award review committee, for their generous support for our graduate students’ research. I’m a Ph.D. candidate majoring in Chinese language & linguistics at the University of Hawaii at Manoa. My research interests are Chinese language assessment, pragmatics, and Chinese for specific purposes. My dissertation investigates Chinese L2 learners’ interactional competence across different Chinese proficiency levels in the personal language use domain through the paired speaking test. I truly feel honored to be chosen for one of the five awardees. If my research in Chinese speaking assessment somehow can contribute to second language teaching and learning of less commonly taught languages, then I feel like it will be a success. Your support has given me the opportunity to pursue my passion, and I thank you all sincerely from the bottom of my heart.
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Exhibitors

NALRC
National African Language Resource Center
College of Arts & Sciences, Indiana University,
701 E. Eigenmann Hall,
1900 East 10th Street
Bloomington, IN 47406 USA
Website: nalrc@indiana.edu
Telephone: 812-855-4000
Fax: 812-855-9000
Email: nalrc@indiana.edu

The National African Language Resource Center, at Indiana University
Bloomington, was established in September 1999. It is a federally funded,
nonprofit national foreign language center dedicated to the advancement
of African language teaching and learning in the United States.

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Vietnamese, and Alaskan Yup'ik.

David Bong is the CEO of Avant Assessment, which he co-founded in
2001 with Dr. Carl Falstaff, formerly the Director of the Center for
Applied Second Language Studies (CASLS). From 2010 to 2013 he stepped
back from Avant to develop EARL, an iOS app that enabled people who
had lost their sight to access thousands of digital newspapers, magazines
and books through speech recognition and text-to-speech technologies.
Earlier David was COO and co-founder of Step.com, a Silicon Valley-
based web service providing information on listed US companies to the
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Indiana University
College of Arts & Sciences
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Bloomington, IN 47406-7512
(Tel): 812-855-4000
Email: iucle@indiana.edu
http://www.indiana.edu/~iucle/
Contact: Ligia Belsaro
cle@indiana.edu, 812-856-4490

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Kelley School of Business
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