MESSAGE FROM THE PRESIDENT

- Wafa Hassan

Welcome from NCOLCTL President
For the past 28 years, NCOLCTL has continued to serve the LCTL community and has worked to bring together higher institutions, K-12 educators, language associations and individuals to accomplish mission goals.

This year’s theme "LCTL Education in the US: From Pre-K to Global Professional" is at the core of our mission segment: “to increase the number of Americans who choose to learn one or more of the less commonly taught languages (LCTLS) as a means of enhancing cross-cultural communication among citizens of the United States.”

NCOLCTL seeks to improve the teaching and learning of LCTL languages and to make them more generally available. NCOLCTL provides professional development based on new research for K-16 LCTL teachers nationwide and training them methods on using best practices in teaching aligned with World-Readiness Standards for Learning Languages. [1]

However, preparation and retention of U.S. world language teachers has proved challenging in recent years. In a 2017 ACTFL press release, it was noted that for the third year in a row, more than 40 states, including D.C., have reported a teacher shortage in world languages. Leading to an all-time high since the Department of Education began data collection over 25 years ago.[2] This shortage is evidence of the demanding task of preparing and retaining K-16 language teachers. From 2009 to 2014, teacher education enrollment dropped by 35% according to a 2016 report by the Learning Policy Institute.[3] The language-policy analyst Rachel Hanson describes this dilemma best, “You can’t expand language education if you don’t have the pool of teachers to teach it. And, if the students aren’t learning the language and becoming proficient, they won’t become
teachers.” [4]

We in our roles in the field of teaching and learning LCTL have the responsibility to continue pursuing research leading to better practices of learning and teaching LCTLs. In my current role as Director of the Arabic Department for Global Education Excellence Schools and Director for Michigan Arabic Teachers’ Council, we provide year-round continuing professional development for K-16 Arabic teachers that keep them equipped for meeting the demand for highly proficient teachers.

Responsibility means finding the best strategies to train and retain LCTL teachers to meet the demand for the future. While this is no simple task, together we can keep language education thriving in the U.S.

I am looking forward to a great NCOLCTL conference and meeting many wonderful educators.

Thank you,

Wafa Hassan

-NCOLCTL President

[2] TAGS: Educators Rising Teacher Shortage Advocacy Date: Tuesday, September 26, 2017
MESSAGE FROM THE EXECUTIVE DIRECTOR'S DESK - Dr. Antonia Schleicher

Welcome to the NCOLCTL 21st annual conference under the theme: LCTL Education in the US: From Pre-K to Global Professional. The conference this year brings together participants from all over the world who have travelled to interact and engage in this amazing intellectual community of Less Commonly Taught Languages (LCTL) professions. I want to extend a special welcome to all our first-time presenters and attendees and it gives me much pleasure to see our returning members whose commitment to the goals of NCOLCTL continues to make them strong.

I am truly grateful to Indiana University for housing NCOLCTL, ALTA and NALRC since 2012. I would like to express my profound gratitude to the NCOLCTL Executive Board – Wafa Hassan, An Chung Cheng, Susan Schmidt, Shaheen Parveen, David P. Ellis and Jonathan Choti – for their dedicated service to the organization. I would also like to give a warm welcome to Luis Gonclaves who will serve as the President-Elect 2018-2020 following this conference. I am equally indebted to the conference committee who helped in reviewing all the proposals for this year’s conference.

This year’s presentations include of many topics, such as: technology in classroom settings, African language testing and assessment, STARTALK, heritage learning, language learning in foreign countries, bilingual teaching, international education, and more. The languages showcased in the conference this year include: Danish, Swedish, Norwegian, Yoruba, Swahili, Arabic, Chinese, Korean, Portuguese, Japanese, Hindi, Ilocano, Samoan, Thai, and Vietnamese, and more. The language-specific sessions continue to occupy a significant status at the NCOLCTL conference, with sessions in Yoruba, Hdebele, and Swahili this year. I encourage you all to attend as many presentations as possible and participate in the ensuing discussions. This is an opportunity for us to broaden the exchange of ideas between all of the great minds gathered here at the conference! Welcome once again!

I would like to give a special mention to the recipient of this year’s awards. The 2018 Ronald Walton awardee is Dr. Alwiya Omar. I would like to take this opportunity to congratulate Dr. Omar for being an exemplary model for the ideals of NCOLCTL. I am especially grateful to the Walton Award Committee who have the very difficult job of selecting a winner out of all the deserving candidates.

I would also like to send out a congratulatory message to our eight 2018 NFMLTA- NCOLCTL Research Grant Awardees for their original contribution to the thriving literature on LCTLS. These awards are made possible by the consistent and generous financial support of the National Federation of Modern Language Teachers Association over the past four years. My heartfelt thanks equally go to the members of the NFMLTA-NCOLCTL Award Committee for their dedicated service during the selection process. We undertook the task of coordinating three different grants with NFMLTA. These grants include the NFMLTA Dissertation Support Award, the NCOLCTL/NFMLTA Grad Student Dissertation Research Award, and the NFMLTA Travel Support Grant. The winners of the grants will be showcased during this year’s conference. I am happy to say that many of the applications submitted were from NCOLCTL members and graduate students attending this conference. Everyone who applied deserves recognition of their hard work.

It has been a busy year for me—I have found that although this message is from the executive director’s desk that my desk is in fact, constantly mobile! In 2017, I had the privilege of representing NCOLCTL and its important mission in a few different conferences and colloquia. We participated in the ACTFL Annual Convention and World Languages Exposition in the fall in Boston, Massachusetts. I was also invited to give a keynote address at the 2017 FLA Conference in Virginia. Dr. Wafa Hassan and I represented NCOLCTL and NFMLTA respectively at the annual meetings of the Joint National Committee for Languages in February 2017.
The renowned NALRC Summer Institute welcomed to the Indiana University Campus, an energetic group of LCTL instructors representing LCTLS. This year, I co-facilitated the two-week long workshop with Dr. Esther Lisanza (University of North Carolina, Chapel Hill). I want to thank Esther Lisanza the most and showcase her growth and excellence—she was in fact one of the previous participants of this institute. Now, she leads the program. Esther Lisanza is an example of a leader in African Language Teaching. The lectures, animated discussions, and micro-teaching sessions immersed participants in the Backward Curriculum Design approach to African language instruction and learning. Participants gained a deeper understanding of creating a student-centered learning environment in their classes, constantly reflecting on what learning-style best suits their learners in each class. We are currently preparing for another institute this summer where we will focus on even more less commonly taught languages! We will also organize a training of trainers workshop this summer.

As many of you know, a few NCOLCTL leaders and myself have been working with the STARTALK program. After hard work from many contributors, we have successfully procured and been awarded a large grant for STARTALK this year for LCTLS. We have also reviewed Russian heritage and non-heritage learners for STARTALK. This grant will open up many doors for the further development and expansion of STARTALK—a fast growing program. In addition, I visited many STARTALK programs including Arabic and Turkish for K-12 schools in Virginia. I reviewed the STARTALK programs at Harvard and University of North Texas for two years in a row. These STARTALK programs focus on Turkish, Arabic, Russian, and Chinese. With the support of Indiana University’s Institute for International Business (CIBER), I also worked on a curriculum development project entitled “Incorporate Business Concepts into the Foreign Language Curriculum.”

I continue to work with a group of LCTL professions to revise the World Readiness Standards for different African Languages. I am happy to announce that the World Readiness Standards for Learning Yoruba manuscript has been submitted to Standards Collaborative Board for publication. It was published this spring. Our plan is to complete the Swahili and the Zulu Standards draft for publication by the end of this year. Plans are also underway to organize another workshop for other language groups which will be interested in developing standards for their respective languages. We hope to finish the Zulu standards soon as well. These are the first African Language Standards to be published for K-16, therefore we are happy to state that this is a large step forward for African Language Teaching. I am extremely grateful to all those who contributed hard work to these projects. The project was jointly funded by NALRC, NCOLCTL, and ALTA. I am also developing Curricular for teaching Foreign Languages while incorporating business concepts. This project is funded by IU-CIBER and through a Title IX grant. I have completed the elementary and intermediate levels curricular and have been working on the advanced level curriculum this summer. I am grateful to reviewers, Esther Hamm, Esther Mukewa, Alwiya Omar, and Brenda Wawire for editing; and John Adeika for production design.

I would like to express my appreciation to all our sponsors, advertisers, and exhibitors of the 2018 NCOLCTL Conference, especially the NALRC and ALTA which continues to lend its support to NCOLCTL in more than one way.

Lastly, I would like to thank John O. Adeika of the National African Language Resource Center for his hard work in keeping the center running and also for his continued years of service to NCOLCTL. My gratitude also goes out for Nana Aba Bentil-Mawusi, Savannah Harrison, Matthew Ajibade, and Sara Swett—our NCOLCTL Secretariat team this year. Finally, I want to thank our FLTAs, technical assistants and all of our volunteers for the dedicated service. We could not have achieved the success we have without them.
INTERVIEW WITH THE RECIPIENT OF THE 2018 A RONALD WALTON AWARD

Dr. Alwiya Omar

You have served on numerous committees and organizations and have been successful in teaching and research, what are some of the highlights in your career that you personally treasure?

There are numerous highlights in my language-teaching career. I will focus on a few:

One of my career highlights dates back to 1987 when I got the opportunity to come to the United States to teach Kiswahili while pursuing PhD studies in Linguistics and Second Language Acquisition. I received a teaching fellowship from African Studies Program and Department of Linguistics at Indiana University (IU), Bloomington. The experience of teaching Kiswahili in a foreign language setting developed in me the urge to find ways of getting students more involved in their learning in a communicative way. My teaching strategy worked! Enrollments grew. I started with teaching one section at all the three levels: elementary, intermediate, and advance. In 1989, due to high enrolment, there was a need to create two sections at elementary and intermediate levels for better management of class size. I graduated from IU, and left in 1993 leaving the Swahili program thriving! When I returned in 2002 as language faculty and African language coordinator, I found that enrolment has consistently remained high over the years. There are students who even opt to continue with the equivalent of 4th year of study, and there are more instructors. I proposed an African Language Minor for undergraduate students, and now they can declare the minor for their language specific track, and many Swahili students declare this minor.

Another highlight of my language teaching career is the opportunity to participate as a board member of ALTA and NCOLCTL. For both associations I served as Vice president, President, and Immediate Past president. What a great honor it was, and still is, to be with people who are passionate about language teaching and learning. I am still actively involved in the activities of these associations. In the last sixteen years I have not missed a single annual conference!

The third highlight is when I became a certified Oral Proficiency Interview (OPI) tester for Kiswahili through American Council on the Teaching of Foreign Languages (ACTFL) in 2005. I had participated in a familiarization workshop when I was teaching at the University of Pennsylvania. The certification process, however, was the result of participating at OPI assessment workshop organized by the National

– Dr. Alwiya Omar, Clinical Professor of Linguistics at Indiana University, Bloomington, is the 2018 A. Ronald Walton Award winner. Dr. Omar has dedicated to teaching and promoting LCTLS in the United States for 40 years. Currently teaching Swahili and coordinating African languages in the African Studies Program at the Indiana University, Dr. Omar has served on numerous committees and professional organizations, where she played leadership roles for a number of LCTL initiatives across the country. Among several influential positions, Dr. Omar was the vice president and president of African Language Teachers’ Association (ALTA) (2001-2006), the vice president and president of the National Council of Less Commonly Taught Languages (NCOLCTL) (2010-2014). She is a renowned scholar and educator in Swahili and other African languages, in addition to playing key administrative roles in LCTL programs, at numerous universities. It is our distinct pleasure to present Dr. Alwiya Omar through the following interview.
African Language Resource Center (NALRC) that was, at that time, located at the University of Wisconsin, Madison under the directorship of Professor Antonia Schleicher. I am very grateful to Professor Schleicher for providing me and other language instructors with the opportunity to participate in this workshop. After the workshop, I successfully pursued the certification process as ACTFL Swahili tester. Later, I became certified as Interlanguage Roundtable (ILR) tester. So, I value the fact that I am both ACTFL and ILR tester! And I am currently ACTFL LCTL Special Interest Group (SIG) Vice-Chair.

Other highlights include participating in Flagship and STARTALK programs. I was the director of Swahili Flagship Center from 2010 to 2015. It was an amazing experience seeing my students achieve higher levels of proficiency. The Flagship program provided committed students with opportunities to be immersed in the language throughout their language study, and to go to the target language country for summer and academic year programs, stay with host families and do internships in their fields of studies. The Swahili program is now integrated in the African Flagship African Language Initiative (AFLI) administered at the University of Florida in Gainesville.

And last, but not least, I have been involved in the STARTALK program administered through University of Maryland since 2009. I started as a Site Visitor, and then from 2010 to the present as Site Visitor and Team Leader. I got the opportunity to observe programs in Chinese, Arabic, Turkish, Russian, and Swahili, at different institutions. This is a great experience of providing feedback and at the same time learning from these programs. In addition, I directed STARTALK Swahili program for middle and high school students in Bloomington and surrounding areas from 2010 to 2016. Students who participated in this four-month intensive program received IU pre-college foreign language credits. These students were highly motivated and many continued studying the language up to four summers, and some continue with regular college classes. I have taken a two-year hiatus. I plan to apply again for the grant in 2019.

-You have shown great leadership to further the teaching of African languages. What does it take, in your opinion, to be a successful leader in the context of world language teaching, especially LCTLs?

It takes hard work, perseverance, passion, and continuous participation and involvement. It is very important to set time to be involved in specific task committees, attend annual meetings, participate in professional development workshops, and do more networking.

-Having taught LCTL languages and involved in teacher professional development for many years, what advice would you give to the field of language instruction in order to ensure the quality of language education especially in these changing times with technology?

It is very important to integrate technology in teacher professional development, technology that is connected to World Readiness Standards and that enhances best practices in language teaching and learning as well as assessment. Through technology, learners can be connected with native speakers nationally or internationally in the target language countries for interpersonal communication and culture awareness. While face to face instruction is very important, it can also be complemented with an online component like the Flip classroom. Technology can also be used for assessment. For example, Center for Language Education and Research (CLEAR) at Michigan State University has started a program called Virtual Oral Interview Classroom-based Exam System (VOICES) to monitor and assess students’ speaking skills in 34 LCTL languages. This a great technology assessment tool that enables learners to monitor their own progress as teachers to monitor and assess their students - https://clear.msu.edu/lctl-voices.

-As you look at the teaching of LCTLs in the United States, how do you see the future of these languages?

I would like to see all our LCTL languages be taught in grade schools. So we need start an advocacy committee to reach out to public schools, teachers, and
parents to emphasize the importance of learning diverse languages. Some of LCTLs are already being taught but more need to be added. Maybe NCOLCTL as the umbrella for other language groups can start an Advocacy Task Committee to pursue this possibility.

you have served several NCOLCLT officer positions over the years and we appreciate greatly your dedication and contributions. Do you have any suggestions and thought on the direction that NCOLCTL should consider or expand up?

NCOLCTL has made great achievements over the years since when it was established by the elate Ronald Walton and other colleagues like Richard Brecht. Ronald Walton will be very proud of these achievements.

One thing that we can expand on is research. Through National Federation of Modern Language Teachers Association (NFMLA), NCOLCTL members can apply for funds to do research in their relevant fields. NCOLCT can start a Research Committee that will foster collaboration among these researchers as well as encourage other members to be involved in different research areas.

**BRIDGING AMERICA’S LANGUAGE GAP**

By Erlin Barnard

*University of Wisconsin-Madison*

Today, only 20% of the U.S. population speaks a language other than English! Among them, only a fraction can speak it proficiently. The rest of America remains monolingual. These findings were included in a report published by The American Association of Arts and Sciences (AAAS) in February 2017.

In 2014, AAAS was tasked by a bipartisan group of Congressional members to examine the U.S.’ current capacity in languages other than English. The America’s Languages: Investing in Language Learning for the 21st Century report* states that the lack of proficiency in languages other than English has had "adverse and often unforeseen consequences at home and abroad, in business and diplomacy, in civic life, and in the exchange of ideas." The report also presents several recommendations to promote access to the study of languages in the U.S. so that people can more effectively participate in a global society, and the nation as a whole can prosper in a global economy.

To implement the recommendations, the AAAS formed the America’s Languages Working Group, which includes members Marty Abbott (ACTFL), Dick Brecht and Dan Davidson (American Councils for International Education), Bill Rivers (JNCL- NCLIS), Erlin Barnard (LCTL-University of Wisconsin-Madison), and others. Some of the first critical steps are to formulate a petition: Bridging America’s Language Gap: A Call to Action, encouraging a national effort to strengthen language education. Leaders in business, government, and education will be asked to sign the petition indicating their support for improving language education in the U.S. The committee is also collecting best practices for language teaching and learning from local, state, and federal agencies; colleges and universities; corporations, and other organizations. These best-practices will be included in a future publication to demonstrate the enormous energy and momentum for language education in the U.S.

*https://www.amacad.org/content/Research/researchproject.aspx?d=21896
THE GREATEST GIFT FROM THE COMMUNITY FOR THE COMMUNITY

By Erlin Barnard
University of Wisconsin-Madison

In today’s increasingly interconnected world, one of the greatest gifts that we, as a community, could offer to children, is to prepare them to become well-informed, global citizens. This simply means creating opportunities for them to appreciate, communicate and interact with people across different cultures. But what does that entail? How are we doing it, at Indiana University?

Through the Bridges: Children, Languages, World program, children in the Bloomington, Indiana area, get to enjoy free language lessons, sponsored by the title VI centers – Center for the study of Middle East, East Asian Culture Centers, Inner Asian and Uralic National Resource Center and Russian and East European Institute. With classes running once a week, our mission of promoting less commonly taught languages (LCTLs) such as Arabic, Chinese, Japanese, Persian and Russian, is achieved using the communicative teaching method; the children learn LCTLs through intriguing crafts, games, songs and stories. Facilitated by student volunteers (either speakers or learners of the target language) who receive continuous pedagogical guidance from the language and program coordinator, these sessions have also been made possible in collaboration with several partner sites such as our local library, museum and an elementary school. On many occasions, parents contributed to their children’s learning, by joining us in the weekly activities. They acted as facilitators to our student volunteers out of their own volition.

Last spring, we had the joy of promoting LCTLs to more people. On the 30th March 2017, the Bridges participated in a one-time off event known as Templeton Eats Global. We introduced children in the community to food, language and culture, through incidental learning. (For details, refer to http://www.idsnews.com/article/2017/03/templeton-eats-global-introduces-new-world-of-food).

In all, one thing that came across clearly when promoting LCTLs is, having that true village approach – strong support from the university, volunteers, parents and our community partners. [To find out more about our program, visit our Facebook page: Bridges: Children, Languages, World]

The children engaging in simple activities for Chinese, Turkish, Russian and Uzbek languages, planned by our student volunteers, at Templeton Elementary School.

NEWS FROM THE AMERICAN ASSOCIATION OF TEACHERS OF MODERN GREEK, (AATMG)

By Eva Prionas, Ph.D
AATMG President

The American Association of Teachers of Modern Greek (AATMG) continues to be dedicated to advancing the teaching and learning of Modern Greek, to promoting and facilitating collaborations among instructors and among community-based language programs, and to sharing resources and expertise to help members plan quality programs. AATMG provides state of the art guidance towards the implementation of new pedagogical approaches, and towards introducing new research-driven practices in the classroom.

The Association brings quality professional development activities to members, as well as their schools through conferences, workshops, webinars, individual meetings and mentorship programs. We offer support and advice on the development and uses of educational materials, on assessment tools, and pedagogically sound practices. We advise members and programs that are interested in using online tools...
and innovative technologies that improve language education.

AATMG sponsors two meetings yearly, one at the Convention and Expo of the American Council on the Teaching of Foreign Languages (ACTFL) in November, and another one in April at the National Council of the Less Commonly Taught Languages (NCOLCTL). Members give presentations, participate in panel discussions, and organize activities and events.

During 2017-18 AATMG offered a series of seminars that took place at Stanford University, California. Members from the San Francisco Bay Area schools met in September of 2017, February and April of 2018. They worked in groups and planned projects that will be implemented in their schools and will be presented and discussed in future AATMG workshops.

During 2017-18 AATMG offered a series of seminars that took place at Stanford University, California. Members from the San Francisco Bay Area schools met in September of 2017, February and April of 2018. They worked in groups and planned projects that will be implemented in their schools and will be presented and discussed in future AATMG workshops.

During 2017-18 AATMG offered a series of seminars that took place at Stanford University, California. Members from the San Francisco Bay Area schools met in September of 2017, February and April of 2018. They worked in groups and planned projects that will be implemented in their schools and will be presented and discussed in future AATMG workshops.

During 2017-18 AATMG offered a series of seminars that took place at Stanford University, California. Members from the San Francisco Bay Area schools met in September of 2017, February and April of 2018. They worked in groups and planned projects that will be implemented in their schools and will be presented and discussed in future AATMG workshops.

During 2017-18 AATMG offered a series of seminars that took place at Stanford University, California. Members from the San Francisco Bay Area schools met in September of 2017, February and April of 2018. They worked in groups and planned projects that will be implemented in their schools and will be presented and discussed in future AATMG workshops.

During 2017-18 AATMG offered a series of seminars that took place at Stanford University, California. Members from the San Francisco Bay Area schools met in September of 2017, February and April of 2018. They worked in groups and planned projects that will be implemented in their schools and will be presented and discussed in future AATMG workshops.

During 2017-18 AATMG offered a series of seminars that took place at Stanford University, California. Members from the San Francisco Bay Area schools met in September of 2017, February and April of 2018. They worked in groups and planned projects that will be implemented in their schools and will be presented and discussed in future AATMG workshops.

In addition to the live seminars, AATMG is offering a series of webinars for schools that work towards achieving specific program goals and updating best practices in Modern Greek language education. For information regarding details on seminars, webinars and more, visit our web site aatmg.org or send an email message to eprionas@stanford.edu.

Looking forward to seeing you all at the NCOLCTL Conference in April.

NEWS FROM AMERICAN ASSOCIATION OF TEACHERS OF TURKIC LANGUAGES (AATT)

By Erika H Gilson
AATT Honorary President

Last year, AATT’s 1st AATT Conference titled “Approaches to Teaching Turkic Languages and Literatures” took place on November 16, 2016, at Harvard University, Cambridge, MA. The one-day conference, with several parallel sessions and attendees from three continents, was very well received. We are now in the midst of final preparations for the 2nd Annual AATT Conference which like the last one, will precede the MESA Conference, and will be held at Georgetown University in Washington, D.C. November 17, 2017.

Under the title “Challenges and Opportunities in Teaching Turkic Languages and Literatures” we again look forward to a full day of parallel sessions, and participants from several continents, focusing on language, literature, and pedagogy of the Turkic languages. Some of the subjects presented will cover the following topics: new approaches to the teaching of Turkic languages and literatures; world-readiness for Turkic languages; perceptions and perspectives on teaching Turkic languages and literatures; use of
technology in teaching Turkic languages; curriculum development and textbook writing for Turkic Languages; teaching Turkic languages through literature.

The objective of the American Association of Teachers of Turkic is to advance and improve the teaching of the Turkic languages; to promote study, criticism, and research in the field of the Turkic languages and literatures; and to further the common interests of teachers of these subjects.

Following the AATT Conference, we will have our 13th Graduate Student Pre-Conference, again at Georgetown University. Graduate students in any field, utilizing one of the Turkic languages, are encouraged to apply. We again will have two panels, with faculty as discussants, on November 18, 2017.

During the MESA conference itself, the issue of enrollments will be the topic of the AATT Roundtable ‘Focus on the Learner’ on November 19, 2017. Concerned with enrollment figures, we will discuss the state of affairs, and look for possible answers. As we do every year, we collected enrollment figures for Turkish for the 2016-2017 academic year. We contacted 53 institutions; 5 institutions did not offer Modern Turkish in the Fall of 2016, and 18 institutions did not respond to the AATT survey. The enrollment figure for this academic year stood at 451, which is a substantial drop compared to the previous year, due partially to the fact that less institutions responded to the survey.

Attending seminars such as “Design Thinking for Humanities” organized by the Association of Foreign Languages Departments, do prove inspirational to AATT. The gist of this approach is “human-centered innovation, is to translate observations into services and products that will improve lives.” It brings together what is desirable from a human point of view with what is technologically feasible and economically viable. It also allows people who aren’t trained as designers to use creative tools to address a vast range of challenges. Since the audience for this seminar were the department chairs of language programs over 50 universities and colleges, the discussion focused on how to come up with and utilize these creative tools to explore ways to attract more students to our programs and retain them, especially for less commonly taught languages like Turkish. As AATT members, we can put our designer hats on and discover some creative ways to maximize our resources and increase our visibility on our campus. We can then share these strategies with each other to help grow language programs both in the US and in the rest of the world. This approach is also relevant to AATT’s current project to update and rework the Language Learning Framework, originally published in 1993 with NCOLCTL funding. We want to come up with a new curricular framework for college-level Turkish instruction, which is both collaborative and innovative. Once it is completed, this project will help experienced as well as less-experienced teachers of Turkish by laying out the guidelines, principles and learning outcomes of our instructional efforts.

At our institutions, individual members will create or revise flyers, brochures and websites that will attract the attention of potential students. We also plan working with other groups and programs on our campus to offer some creative extra-curricular/ cultural activities that will benefit everyone involved. This can also solve the limited funding issues since more stakeholders will be willing to fund such events jointly. Some examples could be Turkish and Modern Greek language programs organizing a backgammon tournament; and Ottoman, Arabic and Hebrew programs organizing a joint calligraphy workshop to come up with and utilize these creative tools to explore ways to attract more students to our programs and retain them, especially for less commonly taught languages like Turkish.

AATT is offering every year The Redhouse Prize for Best Progress in Turkish, since1991, which aims to recognize four outstanding students. We also offer The Ayverdi Prize for best translation into English from an original Ottoman text.
On a positive note, new positions were announced for our field at the University of Florida, at Northwestern University, and at Cornell University.

NEWS FROM AMERICAN ORGANIZATION OF TEACHERS OF PORTUGUESE (AOTP)

By Luis Goncalves
President of AOTP

Who would have thought, ten years! 2017 was a very special year for us because we celebrated ten years of activities. The AOTP - American Organization of Teachers of Portuguese was started in Florida in 2007 by colleagues who believed that our field could be more effective if only we were to create professional development opportunities and bring students' needs closer to pedagogical practices and research, creating a cycle of innovation on all fronts. Since that year, we have done a lot together, but there is still so much to do.

In collaboration and sponsorship of the Luso-American Development Foundation, we organized a series of ten webinars, that focused on pedagogical practices in the Portuguese as a foreign and as an heritage language. The presenters offered concrete examples on how theoretical principles should be applied in the teaching and learning the Portuguese language. The monthly webinars stated in March with Daiane Tamanaha (Princeton University) presenting “A interação entre o aluno de PLE e a comunidade falante de portugês como ferramenta de aprendizado”; followed in April by Professor Isabel Margarida Duarte (Universidade do Porto, Portugal) “O género conversa informal, algumas questões de gramática e ensino do Português Língua Estrangeira”; in May Professor Cristiane Soares (Tufts University) presented “Contadores de Histórias: a comunidade como base do currículo de cursos de PLE”; in June “Teaching to transform: Portuguese language teaching and social responsibility“ by Professor Luana Reis (University of Pittsburgh); in July “Reuse, Reduce, Recycle: Make the most of your class plans when revamping your courses“ by Professor Megwen Loveless (Tulane University); in August “Textos digitais no ensino de PLE: dos vícios às oportunidades didáticas“ by Professor Ignácio Spina (Universidade Tecnológica Nacional, Argentina); in September “Experiências didáticas em PLNM: discutindo vias de promoção de (des)envolvimento na escrita“ by Professor Inês Cardoso (York University, Canada; Camões, Instituto da Cooperação e da Língua, Portugal); in October “Desenvolvimento da oralidade através do VoiceThread num curso online assíncrono de Português“ by Professor Analia Tebaldi (University of Massachusetts Dartmouth & Harvard University); in November “Culturalmente bilingue: desenvolvendo o enfoque cultural na aula de PLE“ by Professor Nilma Dominique (Massachusetts Institute of Technology); and finally in December “Aspectos linguísticos do português como língua de herança e suas implicações pedagógicas“ by Professor Gláucia Silva (University of Massachusetts – Dartmouth). These webinars were all recorded and are now stored and available to our members through our website.

In honor of our 10th anniversary, we decided to organize a very special event to award our annual AOTP 2017 Excellence in teaching Portuguese in the United States Awards. The formal ceremony was held on May 6 at 7:00 pm at the Broward Center of Performing Arts - Fort Lauderdale, Florida. Following the nomination and voting by AOTP members, I am pleased to announce the national winners of the 2017 awards as follows:
- Community Organization with Portuguese Language Program: Lusitânia School - Long Branch, NJ [It is the school of the Portuguese Club of Long Branch in New Jersey and has classes of Portuguese Language and History. It was through a project of the students of this school that the Museum of the Madame Tussauds in New York added a statue of Cristiano Ronaldo to the exhibit.]

- K-12 Public School with Portuguese Language Program: East Providence High School - Providence, RI [This school has an historical presence in the Portuguese-speaking community in the region, offering Portuguese classes for many decades.]

- University with a Portuguese Language Program: University of Massachusetts, Dartmouth - Dartmouth, MA [It has an excellent and diversified Portuguese Program, covering the language and cultures of all Portuguese-speaking countries. It is present in the local Portuguese-speaking community through diversified activities, which place it among the best Portuguese programs in the US.]

- Elementary or middle school teacher: Raquel Rosa - Lusitânia School, NJ [It is an example in terms of energy, initiative and capacity for achievement. The amount of extra-curricular projects offered to students, from visits to important events, to the organization of festivals, etc. creates many learning opportunities for students.]

- University Professor: Luana Reis and Luis Bravo - University of Pittsburgh, PA [Luana and Luis organized in 2017 the first "Seminar on Cultures of the Lusosphere" at the University of Pittsburgh, which is a working model for other universities. The possibility of interaction and sharing is an example for all who work with the Portuguese language in the USA.]

- Project / Educational Initiative: Illinois Portuguese Language Connection - Northwestern University, The University of Chicago, and University of Illinois at Urbana-Champaign, IL [It happens since 2013, and it is an example of regional cooperation and collaboration between three Portuguese language programs. It brings together Portuguese students from the three largest universities in Illinois for an afternoon of interaction and competition in Portuguese, which reinforces the presence of Portuguese in the three institutions.]

- Academic publication: “How to Maintain and Develop Portuguese as an Heritage Language” by Ana Lúcia Lico and Ivian Boruchowski [It is a workbook to be used in Portuguese-speaking communities in the USA. It is a tool, both for parents and teachers that guides parents and instructors on how to teach and maintain the Portuguese language with heritage speakers.]

- the AOTP - American Association of Teachers of Portuguese also recognized the excellent work of ABRACE – Associação Brasileira de Cultura e Educação in the teaching of Portuguese as an heritage language and distinguished it as a model to be followed throughout the country.

Following our annual activities calendar, we organized the VI EMEP - World Meeting on the Teaching of Portuguese and we added a parallel event that our members had suggested last year, the 1st Symposium on Portuguese as an Heritage Language. These events brought together a fantastic group of colleagues from near and far (Argentina, Brazil, Cape Verde, Canada, Dubai, Spain, USA, England, Japan, Norway, New Zealand, Peru, Portugal, and Uruguay). The intense sharing of researches, projects, methodologies, strategies, didactic material, and all the critical and accurate perspectives on our activity that characterized the two events was exemplary. Professor Nelson Viana (Federal University of São Carlos, Brazil) presented “The intercultural dimension in pedagogical practice and teaching materials of Portuguese foreign language” in the plenary communication in the VI EMEP and professor Teresa Ferreira (University of Aveiro, Portugal) presented "Everything is worth it if the soul is not small: considerations on the Portuguese Language of Heritage” at the plenary communication at the Symposium. The two established at the outset the high degree of rigor and quality that transpired for all sessions.
During the open ceremony, we honored our founding members Anete Arslanian, Beatriz Cariello, Leila da Costa, Adriane Silva, Carmen Spangerberg, Lenita O’Rourke, to whom we are eternally grateful for the vision and ingenuity. We also had the presence of Professor Werner Wothke of the American Councils for International Education that presented the newly announced NEWL: Portuguese exam. This exam is extremely important to Portuguese instructors. It is comparable to traditional AP Exams, and allows students in community, secondary, or even independent schools to receive college credit or to complete the foreign language requirement at many universities. We were also able to offer four fellowships of $ 500 each, to all AOTP members wishing to present their work at the VI EMEP. They were won by Catarina Lages (Sistema Secundário de Badajoz, Spain), Marília de Carvalho Caetano Oliveira (Universidade Federal de São João del-Rei, Brazil), Edilson Teixeira (Instituto de Professores Artigas, Administración Nacional de Educación Pública e Universidad de la República, Uruguay), and Carolina Yokota de Paula Lima (Colégio Humboldt São Paulo e Deutsche Schule, Brazil). During the meeting, AOTP established two new partnerships: with the newly formed Association of Professors of Portuguese of Peru (APPLE - PE), and with newly created TROPO UK - Association of Teachers and Researchers of Portuguese Language in the United Kingdom. This event had the generous sponsorship of the Florida International University, the Kimberly Green Latin American and Caribbean Center (FIU), University of Florida and Casa do Brasil no México.

In 2016, the Portuguese Language Journal, and academic publication with a ten year history, became the AOTP academic journal for the field. We published in print for the first time, two volumes of ten years’ worth of research published in the Portuguese Language Journal under the guidance of Professor Mary Risner of the University of Florida, whom we thank very much and who generously agreed to give this great resource to our organization and our members. We invited Professor Rosa Bizarro of the Polytechnic Institute of Macau, China, to be the invited editor of PLJ # 11, that we published in the Fall 2017 and became the first printed by AOTP. We also published the book Português como língua estrangeira, de herança e materna: Abordagens, contextos e práticas, that collected some of the presentations made during the V EMEP - World Meeting on Portuguese Teaching, at the University of California, Berkeley, on August 19 and 20 of 2016.

Thank you for allowing us to share a little bit of us with you. The AOTP family takes pride in the level of service we provide to our field and colleagues, even if our search for new avenues of efficiency and relevance is a never ending mission. We look
forward to another ten years of activities, working with our partner organizations on the National Council for Less Commonly Taught Languages (NCOLCTL) to foster successful collaborations and maximize resources and synergies for the benefit of us all. We hope our activities inspire you the same way you inspire us and show us the path forward with you exemplary work, sharing solutions and opportunities in the favor of all Portuguese instructors and instructors of less commonly taught languages all over the United States. Cheers!

NEWS FROM CHINESE LANGUAGE TEACHERS ASSOCIATION, USA

The Chinese Language Teachers Association, USA (CLTA), experienced another year of steady development in the year of 2017. Now it has about 700 individual members and about 1,600 affiliated regional association members. It has continued to offer seven different grants and awards to its members. CLTA published three issues of Chinese as a Second Language, the journal of CLTA, and three issues of the CLTA Newsletter. Twenty-five students from ten higher educational institutions were inducted into the CLTA National Collegiate Chinese Honor Society. The following are some of the major events in the past year.

CLTA Presence at ACTFL Conference
CLTA assisted ACTFL with the 2017 ACTFL Annual Convention and World Languages Expo, which was held on November 17-19, 2017 at Music City Center, Nashville, Tennessee. CLTA sponsored 42 sessions on teaching research findings and the best practices in teaching Chinese language and culture. Over 150 CLTA members attended the Convention. CLTA held its "CLTA Book Exhibition" with all books authored by its members and "Meet the Authors" to provide opportunities for teachers to meet some of the authors of the books on display during the Annual Convention and World Languages Expo. Several CLTA Special Interest Groups, such as Chinese Language Film Education Exchange and Chinese as a Second Language Research, held group meetings to exchange teaching and research ideas and plan their activities in the coming year.

CLTA Annual Conference in 2018
As decided by the CLTA Board of Directors in November 2016, the organizing committee for the 2018 CLTA Annual Conference was formed in 2017. The 2018 CLTA annual conference will be held at Hilton Washington Dulles Airport in Virginia on April 6-8, 2018. With its goal to share best teaching practices, the conference will feature twelve workshops, 65 panels, two technique demonstration sessions, as well as a plenary session, during which
THE 2018 ADVANCEMENT OF THE NATIONAL ASSOCIATION OF SELF-INSTRUCTIONAL LANGUAGE PROGRAMS (NASILP) -By Koji Arizumi (NASILP Executive director)

Since the beginning of this century, as a stronger awareness of global cultural diversity has grown, the needs for abilities in multicultural and international understanding and communication have increased exponentially. Unfortunately, officials in governments of many countries tend to close their minds, and instead focus on their own individual needs in a self-contained system without global participation. Many members of National Association of Self-Instructional Language Programs (NASILP) want to change this to promote languages and cultures by expanding our communication resources by way of supervised self-study language learning with native/near native speaking tutors from countries around the world. The NASILP system, through the participation of diverse cultural partners, can make it possible for many schools across the nation to offer less commonly taught languages without financial burden. Our goal is to promote global understanding, communication, and development of multicultural partnerships.

NASILP has been actively helping many language institutions for more than 40 years since its foundation. Last year in 2017 NASILP held its annual conference at Samford University in Birmingham, Alabama. It was the first time in more than 10 years to hold the conference outside of Washington D.C.. The members shared information regarding the management of language learning programs, and enjoyed extremely active discussions during the workshop. The NASILP practical approach for the development of LCTL language programs attracts many new institutions, and more organizations are joining this year.

The University of South Alabama (Mobile, AL) secretariat is now fully working to help many new directors to establish their new LCTL programs. Our network capacity increased greatly and many member institutions are ready to share their language resources online.
The University of Miami, FL will host the NASILP 2018 annual conference on October 26 and 27 at the UM campus in Coral Gables, FL. The organizing committee will announce the program soon, and we’d like to invite non-members / language program directors as well as examiners and tutors to participate in our discussions. We are sure that participants will learn practical knowledge, and develop a friendly network to enhance the less commonly taught language programs in the USA.

Please join us. Together, we can all share ideas for the future of LCTL education in the USA. If you have any questions, please do not hesitate contacting us through http://nasilp.net/contact-us. Or:

**NASILP Secretariat c/o**
Mrs. Jenny Faile University of South Alabama Dept. of Modern & Classical Languages & Literature 5991 USA Drive North, HUMB 322 Mobile, AL 36688-0002 USA
National Coalition of Community-Based Heritage Language Schools: Please Join Us!

By Joy Peyton

The National Coalition of Community-Based Heritage Language Schools is a nationwide initiative to support, guide, and promote the interests of community-based heritage language schools and organizations across the United States, with focus on all of the languages taught in these schools in this country.

Our goals are to facilitate communication among community-based heritage language schools; increase the visibility and recognition of these schools within the U.S. education system on local, state, and national levels; and document places where heritage language teaching and learning are taking place.

Although community-based heritage language schools have been in operation since the early years of the founding of this country, and they are a critical component of learners’ experiences and success, from Pre-K to global professional, they are often overlooked in discussions about language and teaching and learning. For example, the recent report, America’s Languages: Investing in Language Education for the 21st Century, focuses on language education in the public/private school system and includes very limited information about heritage language education in community-based schools. Working together, we can change this picture. This is the Coalition’s goal, and we would love for you to join us.

How can we collaborate?

Here are the initiatives that we are involved now, and the ways that you can collaborate with us.

Learning About Community-Based Schools: A National Survey

We have developed a national survey to document every community-based heritage language school in the United States. The results will provide important information about these schools and allow us to showcase their key features, challenges, and accomplishments. So far, we have collected information from over 170 schools, in 30 states, teaching 20 languages. There is still a long way to go to document the thousands of programs that exist! Many programs teaching LCTLs are not yet documented. You can see here (https://www.surveymonkey.com/results/SM-3VBQX57W8) which schools are documented, with the languages they teach, their locations, and other information.

What can you do?

You can document your program here, https://www.surveymonkey.com/r/HLProgram, and reach out to others in your language community to document theirs. It will take only a few minutes. If you would like to send a message about the survey to your language community, we will be happy to send you a brief message that you can use. Just let us know. Imagine the rich information that all of us will have about the features and accomplishments of these schools, and the connections that we can make across schools, if they are all visible!
Communicating With Each Other

We have established a Facebook page, where we can all connect, communicate, and stay up to date with everything that is going on: https://www.facebook.com/HeritageLanguageSchools.

What can you do?

− Visit the page, see what is there, and “Like” or “Follow” and “Share” it with others, so we can reach as many people and schools as possible.

− Share information about the page via email with all of your heritage language contacts. If you would like a message that you can send out, let us know, and we’ll send it to you.

Making Connections Through Language Representatives

We are seeking to connect with community-based schools teaching in all of the languages taught in the United States. One way to do this is by working with Language Representatives, who connect with their language communities, encourage the schools to complete the survey, participate in our annual conference and on our Facebook page, and keep community and school representatives up to date about new information and events. We have Language Representatives who lead, work in, or are connected to community-based schools teaching American Sign Language, Arabic, Armenian, Bulgarian, Czech/Slovak, Chinese, Danish, Farsi, Finnish, French, German, Greek, Hindi, Italian, Japanese, Korean, Lithuanian, Pashto, Persian, Polish, Portuguese, Spanish, Swedish, Tamil, Turkish, Ukrainian, Urdu, and Vietnamese. This is not a complete list of languages taught and not a complete list of LCTLs.
What can you do?

Are you well connected with your heritage language community and could serve as a link between the coalition and the schools? If yes, would you like to become a Language Representative? Let us know and we will add you to our list and keep you up to date on all of our activities. (See contact information below.)

Holding an Annual Conference

Every year we hold a conference at American University in Washington, DC, where representatives from community-based schools come together, with leaders and experts in the field of language education, to make connections and share information and resources. The next conference will be held Saturday, October 13, 2018. It will be wonderful if all of the LCTLS are represented there! There will be interesting workshops with leaders in heritage language education, focused in the morning on program quality and sustainability and in the afternoon on effective instruction.

We are very pleased that the open plenary speaker will be Dr. Maria Carreira, from California State University, Long Beach and the Co-director of the National Heritage Language Resource Center at UCLA, whom you know well! (as the keynote speaker at your conference) She will talk about ways that students from Pre-K to Grade 12 can be engaged in dynamic ways in using and learning their language.

Information about last year’s conference, in October 2017, with the PowerPoints of the presentations made and a video of the talk by Guadalupe Valdes, the opening plenary speaker, is at this link: http://www.american.edu/cas/education/iie/2017-Community-Based-Heritage-Language-Schools-Conference-Schedule.cfm.

What can you do?

- Let us know if you would like to be on our mailing list about next year’s conference.
- Let your colleagues know about the conference, so your languages, and theirs, are represented.

Sharing Information and Resources

In collaboration with the National Heritage Language Resource Center (NHLRC) at UCLA, we have a web site for the Coalition (http://nhlrc.ucla.edu/nhlrc/heritageschools), where we post information and resources that are important to the work of community-based schools. Topics that we focus on include how to
  - Start a new program and form a nonprofit organization
  - Improve an existing program (strong curriculum and instruction, teacher training and retention, increased enrollment, student and parent engagement)
  - Ensure that students in the program receive credit for their language proficiency through their public or private school, the Seal of Biliteracy, and other means
  - Engage effectively with parents of the students in the program
  - Reach out to and work together with the local language community
  - Address practical issues (taxes, human resources, etc.)

What can you do?

Visit the web page, see what is there, and let us know what you would like to see there and what you would like to contribute.

In Summary

To connect with us and become engaged: be a Language Representative, be added to our conference mailing list, send a message about the Facebook page, send out the survey, or become involved in any other way, please write to
joy@peytons.us. We look forward to collaborating with you!

Coalition Team:
- Joy Kreeft Peyton, Senior Fellow, Center for Applied Linguistics
- Sigrid Belluz, Vice-President, German School Conference; Principal, Deutsche Schule, Charlotte NC
- Ana Lucia Lico, Co-Founder and Executive Director, Brazilian Association for Culture and Education (ABRACE)
- Renate Ludanyi, President, German School Conference; President and Principal, German School of Connecticut
- Tommy Lu, Ex-Officio Board Director, Chinese School of Delaware
- Marta McCabe, Founder and President, Czech and Slovak School of North Carolina

PUBLICATIONS BY NCOLCTL MEMBERS

Action! China: A Field Guide to Using Chinese in the Community

By Donglin Chai, Crista Cornelius, and Bing Mu

Bing Mu, a member of NCOLCTL and a PhD Candidate in Chinese Language Pedagogy at The Ohio State University, together with Donglin Chai (Visiting Affiliate Assistant Professor of Chinese at Loyola University Maryland) and Crista Cornelius (PhD student in Chinese Language Pedagogy at The Ohio State university), has just published a new book Action! China: A Field Guide to Using Chinese in the Community 《体演日志：中文实地应用指南》(Routledge, 2018). As the winner of the Chinese Language Teachers Association’s 2014 Cengage Learning Award for Innovative Excellence in the Teaching of Chinese as a Foreign Language, Action! China is a practical guide for intermediate-to advanced-level students of Chinese wanting to maximize their study abroad experience and enhance their language skills. This handy guide contains over 90 Field Performance tasks which prompt real-life interactions with native speakers. By carrying out these real-life tasks students refine and solidify existing communication skills and gain a fuller understanding of and participation in the target culture. The guide also provides over 60 Performance Watch tasks which help students understand how native speakers accomplish communicative goals through guided observation and analysis of naturally occurring interactions. Action! China helps students understand and participate socially in Chinese, guiding them through skill-getting and skill-using processes and enabling them to form meaningful connections with Chinese people in the community.

Action! China is currently available at
www.amazon.com/Action-China-Field-Chinese-Community/dp/1138098124
### Past Presidents

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teresita Ramos</td>
<td>1990 - 1993</td>
</tr>
<tr>
<td>Eyamba Bokamba</td>
<td>1993 - 1994</td>
</tr>
<tr>
<td>Gilead Morahg</td>
<td>1994 - 1997</td>
</tr>
<tr>
<td>John Shillinger</td>
<td>1997 - 2000</td>
</tr>
<tr>
<td>Fredrick Jackson</td>
<td>2000 - 2002</td>
</tr>
<tr>
<td>Antonia Schleicher</td>
<td>2002 - 2004</td>
</tr>
<tr>
<td>Michael Everson</td>
<td>2004 - 2006</td>
</tr>
<tr>
<td>Gautami Shah</td>
<td>2006 - 2008</td>
</tr>
<tr>
<td>Hong Gang Jin</td>
<td>2008 - 2010</td>
</tr>
<tr>
<td>Catherine Ingold</td>
<td>2010 - 2012</td>
</tr>
<tr>
<td>Alwiya Omar</td>
<td>2012 - 2014</td>
</tr>
<tr>
<td>Jacques du Plessis</td>
<td>2014 - 2016</td>
</tr>
<tr>
<td>Wafa Hassan</td>
<td>2016 - 2018</td>
</tr>
</tbody>
</table>

### NCOLCTL Executive Directors

- Richard Brecht and Ron Walton (Co-directors)
- Scott McGinnis
- Justin Rudelson
- Antonia Schleicher

### Membership Benefits

- Free subscription to the NCOLCTL Newsletter
- Member-only news and information
- Member-only discounts on:
  - NCOLCTL Annual Conference
  - NCOLCTL Workshops
  - NCOLCTL Online Teacher Training Course
- Present at the NCOLCTL Annual Conference
- Chance to win the NCOLCTL First-time presenter Award
- Belong to a professional national organization (solely focused on LCTLs)
- Chance to connect with other LCTL professionals
- Add your voice as NCOLCTL speaks up for LCTLs
- Be represented in the development of LCTLs
- Publish in a professional peer reviewed journal (JNCOLCTL)

### Sign up at:

http://www.conference.ncolctl.org/membership-sign-up
National Council for Less Commonly Taught Languages

NCOLCTL Secretariat 708
Eigenmann Hall 1900 E. 10th Street
Bloomington, IN 47406

http://www.ncolctl.org
secretariat@ncolctl.org
Ph. (812) 856 4185
Fax. (812) 856 4189

NCOLCTL Spring 2018 Bulletin
Production Staff: An Chung Cheng
John Adeika
Matthew Ajibade
Christina Stiso

NCOLCTL 2017 PHOTO ALBUM: ANNUAL CONFERENCE
NCOLCTL 2017 PHOTO ALBUM: ANNUAL CONFERENCE