MESSAGE FROM THE PRESIDENT

Dear colleagues,

On behalf of the NCOLCTL Executive Board, we are so pleased to welcome you to the 22nd Annual Conference of the National Council of Less Commonly Taught Languages (NCOLCTL). The NCOLCTL is a non-profit organization whose mission is to increase the number of Americans who choose to learn one or more of the less commonly taught languages as a means of enhancing cross-cultural communication in the United States. The theme of this year’s conference is “Embracing Diversity and Inclusion through LCTL Education.” It provides us a framework for exchange as we participant in the sessions. We will hear many exciting plenary speeches, colloquia, and sessions of individual papers at this conference.

This theme is especially significant in the era when people can interact with each other much easier and faster through social media and web-based communications via a variety of devices cross traditional boundaries. Tensions, conflicts and cultural clashes among different groups, peoples, societies or countries often occur because of different goals, perspectives, values, beliefs, practices and social norms. To enhance effective cross-cultural communication and to foster respects of diversity, improving understanding of cultural differences through the education of less commonly taught languages is one of effective approaches to taking down the linguistic and cultural barrier among different groups.
It has been 22 years since the first annual Conference of NCOLCTL in October, 1997. NCOLCTL has been the leading organization in helping sustain and enrich LCTL programs in academic institutions by sharing resources and expertise across the United States. NCOLCTL has committed to bringing together professional organizations, researchers, and educators dedicated to LCTL education to “share solutions to common problems.” I would like to take this opportunities to extend our appreciation to NCOLCTL Executive Board, Secretariat, member organizations, and individual members for their leadership, dedication, and efforts in growing the LCTL field in many different ways.

A topic has been discussed in the field in recent years is that we have seen a decline of student enrollment in foreign language courses at American colleges and the research by the America’s Modern Language Association indicates that student enrollment in foreign language classes fell by 9.2% from 2013 to 2016. While the reason for the decreased enrollment was not conclusive, some have contributed it to the investment in foreign language education due to limited financial resources. In the K-12 formal education, only 25% of K-12 students are enrolled in foreign language classes throughout the 50 States and District of Columbia, according to a 2017 report from the nonprofit American Councils for International Education. Through the high school census, nearly 2% (2,064/10,879) of the high schools in the U.S. secondary school system that responded, offered LCTLs programs. Most states had fewer than 100 LCTL programs. Students of LCTLs were concentrated on California, Washington State, New York, Illinois, Texas, and Massachusetts. Obviously, there are still a lot of rooms for improvement in the efforts of promoting LCTL languages. On the other hand, we have seen growing interests in vetting resources in early child foreign language education through dual language immersion programs in California, Georgia, Minnesota, Wisconsin, and Utah. Among them, the dual language immersion programs in the State of Utah has seen the largest growth in number and languages across the country. For that, this conference will feature the keynote speech by former Utah senator, Howard Stephenson, on the role that language and intercultural understanding play in embracing diversity and inclusion through LCTL education.

The general public often feels that foreign languages are not important in the United States. However, U. S. Census reports at least 350 languages spoken at American Homes. More than one in five children ages 5 to 17 speak a language other than English at home from 2008 to 2017, according to the American Community Survey and Kids Count Data Center. Many of those who speak a foreign language at home are not immigrants. Of the 67 million foreign-language speakers, 44 percent were born in the United States. In light of the state of languages in the U.S., one of the five key recommendations by the Commission of Language Learning of the American Academy of Arts and Sciences in the report of America’s Languages in 2017 was to “support heritage languages already spoken in the United States, and help these languages persist from one generation to the next.” Encouraging heritage language speakers to pursue instruction in their heritage languages also fits well within the conference theme this year. We need to continue enhancing the instruction of LCTL to develop students’ intercultural communicative competence so as to build the language capacity in the country.
Assessing and validating language proficiency in LCTLs has been a concern in the field. In order to acknowledge the language diversity and attainment of near-native and heritage speakers for their biliteracy skill, 36 States now issue the Seal of Biliteracy to encourage the study of languages to attain a level of skills for college or career readiness. While the level of proficiency can vary by level and mode from state to state, 24 states require the Intermediate-Mid level at the ACTFL proficiency scale. The Seal of Biliteracy, issued by State Board of Education or Legislation in 36 states, can validate biliteracy of high school students, raise family language status, particularly LCTLs, honor and recognize multiple cultures and languages in a community, and add competitive edge in the job market. The Seal of Biliteracy is generally available only to public school students in participating districts, the Global Seal of Biliteracy offers another inclusive solution for students of private schools, community-based heritage schools, learners at home and other groups and individuals. We will hear more about the exciting and encouraging opportunities at this conference.

As we celebrate diversity and inclusion at the 22nd year of NCOLCLT Conference, we need to recognize current challenges that LCTL education faces, but we also need to work together to strategize effective measures to sustain LCTL programs through continuous research, effective and innovative instruction, as well as collaboration among schools, government, businesses, and local community members.

Finally, thank you, language professionals, who have chosen to spend time with us learning and growing at the 2019 NCOLCLT Conference! We look forward to working with all members in the years ahead!

An Chung Cheng  
NCOLCTL President
MESSAGE FROM
THE EXECUTIVE
DIRECTOR’S DESK

Hello and welcome to NCOLCTL’s 22nd annual conference, our theme this year "Embracing Diversity and Inclusion through LCTL Education" shows how language learning is pivotal to major national educational goals and initiatives. The work that all of you engage in on a day to day basis is not only furthering the field, but is making an impact on education policy in general. But yet, there is still work to be done. Our hope is that this conference will serve as an energizing platform to equip us all for the task at hand.

This year’s plenary speakers, pre-conference workshop, and conference presentations promise to enhance the skills of all attendees as well as further the field of second language education. It’s great to see so many familiar faces as well as all the new ones, we’re glad to see everyone here. I hope you are all enjoying Atlanta.

A lot has happened in the last year – The collaboration between the NALRC and NFMLTA continues to grow stronger. This year again, many NFMLTA Dissertation Grant awardees, nine NFMLTA-NCOLCTL Research Grant awardees, and several NFMLTA Travel Grant awardees will be honored during the NCOLCTL Awards ceremony in Atlanta. Many LCTL graduate students and non LCTL dissertators have benefited tremendously from this collaboration between NCOLCTL and NFMLTA. We plan and hope to continue this great relationship that benefits future leaders.

Professional development continues to be one of the major objectives of the NALRC. In 2018, the center continued to better the professional lives of LCTL instructors through our various professional development programs. This year, NALRC is extending its usual African language summer institute to include other less commonly taught language instructors that do not have the opportunity to attend summer professional development institutes. For the first time in history, the NALRC is including a Hawaiian language instructor among those who will participate in its annual summer professional development institute. The annual NALRC Summer Institute transformed the professional lives of the many language instructors who attended. I co-facilitated this institute with Dr. Esther Mukewa Lisanza. We also hosted a STARTALK summer workshop, which brought in educators of many different less commonly taught languages. This workshop was instructed by Drs. Esther Mukewa Lisanza and Brenda Wawire and directed by myself. Through annual feedback, we are thankful to hear that these workshops are of our field. Please take the time to congratulate all these awards winners during the conference.

With NCOLCTL being a member organization of NFMLTA, the President of NCOLCTL, An Chung Cheng, now represents NCOLCTL on the Board of Directors, of NFMLTA. As a result, both the President and President - Elect of NCOLCTL, Luis Goncalves, participated in different committees established by NFMLTA this year. Both of them had the privilege to serve on the NFMLTA-NCOLCTL Research Grants selection committee. An Chung Cheng also had the opportunity to attend the NFMLTA Board of Directors meeting in November, 2018.
changing the field of language pedagogy for the better. This year we will continue to offer both our summer workshops and have again been awarded funds to offer a summer STARTALK for LCTL instructors of Arabic, Dari, Hindi, Korean, Persian, Swahili, Turkish, Chinese, Russian, and Urdu. All three workshops are getting high interest from across the field. We welcome this excitement and look forward to taking our workshops to new heights in 2019. Finally, this year we are working for the first time with IU-CIBER on the development of Learning Plans for World languages.

Once again, the NCOLCTL conference planning committee has gone above and beyond what was expected of them. I’d like to extend my gratitude to each and every member for not only planning and coordinating everything, but also for doing a great job in selecting this year’s presentations. Issues such as using cultural stories to teach language, content based language learning, technology, language curriculum development, and taking language beyond the classroom are only a few examples of what is going to be discussed at the conference this year. I hope everyone has the chance to attend a wide variety of presentations. Please be sure to attend presentations offered by our organizational affiliates as they promise to be just as interesting. There are also a few special NCOLCTL events that will take place at the conference: The NCOLCTL Executive board meeting takes place on Thursday the 25th of April from 8:00 am - 1:00 pm; The delegate assembly dinner happens on the 26th from 6:30pm - 11:00pm. We have 5 power packed plenary sessions that will challenge you all. We encourage all NCOLCTL members to attend all of them.

It’s hard to believe that we are celebrating 22 years of hosting this conference. Let’s all hope NCOLCTL continues to grow and flourish. Thanks also go to President, Dr. An Chung Cheng; and Vice-President Dr. Luis Gonçalve. We expect only greater things in the years to come. We would also like to thank all the conference staff and volunteers who have put a lot into helping to make this conference a successful one.

Last, but not least, thanks to all of you attending this year’s conference, it’s sure to be great. All of us at NCOLCTL hope that the presentations you attend and the vendors you visit will help in enhancing your professional development and furthering your goals. The NCOLCTL Secretariat is always available to help in any way possible, so please don’t hesitate to contact us.

Enjoy the conference!

Antonia Schleicher
NCOLCTL Executive Director
INTERVIEW WITH DANKO ŠIPKA, 2019 A. RONALD WALTON AWARD WINNER

Short Biography

Danko Šipka is a professor of Slavic languages and head of the German, Slavic, and Romanian Faculty at Arizona State University, where he teaches Bosnian/Croatian/Serbian, Polish, and Slavic linguistics in the School of International Letters and Cultures. He also holds a titular (presidential) professorship conferred upon him by the president of the Republic of Poland. His previous experience includes stints at the universities of Sarajevo, Belgrade, Poznan, Wroclaw, Warsaw, the Jagiellonian University, and the universities of Munich and Dusseldorf.

He has also completed research fellowships at Hokkaido University and the Australian National University. Dr. Šipka served as a senior linguist consultant to numerous language industry companies. He holds a Ph.D. in linguistics from the U. of Belgrade, a doctorate in psychology from the Polish Academy of Sciences, and an M.A. in Russian from the University of Poznan. Prof. Šipka is an ACTFL-certified Oral Proficiency Tester for Polish and English and a certified interpreter for the IRS, Homeland Security Department, and the Department of Justice. He is also a regular evaluator for the American Council on Education and the Department of Education. He is currently president-elect of NFMLTA. Danko Šipka's research interests include lexicography, lexicology, lexical and inflectional morphology, computational linguistics, and computer-assisted language learning. His publications encompass over 150 papers and reviews as well as 30 books. His most recent monograph is titled Lexical Layers of Identity (Cambridge University Press, 2019 forthcoming).

INTERVIEW

- You have taught LCTLs at several universities, in the United States and abroad and you have worked as a consultant to several major international companies. From the vantage point of your impressive experience, which do you think are the most important steps to successfully consolidate the teaching of LCTLs on campus?

Unlike in many other countries, US universities increasingly look and feel like corporate entities. We do not like it, but we cannot avoid it, so we should, to speak corporate language, improve and rebrand our product. We should have clear enabling final learning outcomes and rigorous mechanisms of assessment for all our classes and we should be better in explaining to our administrators that our classes are not about some lofty ideas but rather about empowering our students with concrete skills of communication and cross-cultural sensitivity that make them ready for today’s world. Additionally, we should share our resources across universities – we are all good at something, nobody is good at everything. To make a long story short, standards and cooperation are the key to our survival.

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

The future of teaching is connected to the consolidation of the field that I have just mentioned.
If we have classes that follow rigorous standards, we can exchange synchronous online courses across universities. Thus, for example, if a university features a strong Indonesian program and does not offer Hindi, it can have its students enrolled in a synchronous on-line Hindi class from another university and offer its Indonesian class to the students in that other university. It takes time to develop these networks, but they are certainly worth it and they can be effective tools against the trend of losing LCTL programs which was dramatic in recent years. On January 22, the following headline appeared in the Chronicle of Higher Education: Colleges Lose a ‘Stunning’ 651 Foreign-Language Programs in 3 Years. Approximately one half of these programs were in LCTLs. Given that these programs are just a fraction of the offerings in CTLs, it is easy to see that LCTLs took a disproportionately hard hit. We have the tools to fight this downward trend and we should use them.

- You have served on numerous committees and presented keynote talks in the United States, Japan, Poland, Germany, Austria, and Serbia. Can you give us some of the highlights in your career that are especially important to you?

I was privileged with participating in various projects in the three main environments of our field: academia, government, and language industries: teaching and conducting academic research, organizing and evaluating courses, developing assessment objects for the government, developing natural language processing tools and teaching materials for various language industry entities. I find this cross-fertilization of our fields extremely important, it was always a great pleasure to leave my academic ivory tower and learn from the legends of government and language industry fields, such as Jack Jones, Tom Haines, Tom Creamer, and David Zorc, to name a few. All these projects made me less parochial but not less academic. So, I greatly enjoy all my activities and I cannot point to just one of them that would be more important than all others.

- Your uncompromising commitment to the research on the teaching of LCTLs is remarkable. As the editor-in-chief of the Journal of Less Commonly Taught Languages, in your opinion, what are some of the major challenges and opportunities you see in our area?

It has been my utmost pleasure to serve as the editor of our journal for the last twelve years. I am most grateful to numerous colleagues who have selflessly devoted hours of their time and expertise to reviewing submissions to the journal. I was also most delighted to be seeing how a paper published in the journal represented a stepping stone in an unfolding academic career of many young colleagues. The dilemma that research in our field faces is in its relationship with teaching. We have departments of foreign languages (or whatever a fancy name for them may be) but our research is increasingly general linguistic (mostly in the field of second language acquisition). Our journal is unique in its endeavors to make research applicable in our classrooms. In that regard, I see contrastive research connecting English and any given LCTL a promising research direction that would make research more relevant in teaching.

- Having taught several LCTL languages 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 here once again that we need to talk about standards, assessment, and collaboration.
Technology enables us to trade classes and to assess each other’s students, but we need to put in place clear enabling final learning objectives and envisage the forms of assessment first. Additionally, we need to emphasize cross-cultural components of our teaching. Technology enables our students to exchange thoughts and opinions with their peers in the target countries and we should embrace it. After all, our main task is to make our students less parochial and to help them break away from their imprisonment in English.

- **Your leadership in the field is greatly appreciated. In your opinion, what does it take to be a successful leader in the context of world languages teaching, especially LCTLs?**

I would say that the key here is give the field and your organization priority over your personal needs. Additionally, it is extremely important to understand the place of the field and the concrete organization in a broader sociocultural context. In Antonia Schleicher, longstanding executive director of our organization, we have an example of an exceptionally successful leader who has transformed this and many other organizations.

- **You have served several NCOLCLT officer positions over the years and we appreciate greatly your dedication and contributions. Do you have any suggestions that the NCOLCTL should consider as it looks to expand and make its activities a beacon for the field?**

One idea that I have been entertaining recently is that it would be nice to have an annual Impact of Teaching Award and a related conference panel. The ultimate measure of our success as teachers is in success that our students achieve.

Our alumni are leaving indelible marks of innovation in numerous environments and we should celebrate that. If we had a had a nomination procedure and then awardees talk how language skills have empowered them and transformed their professional paths, that would be a great showcase for our work. At the same time, the database of such stories would be a powerful tool for all LCTL professionals when documenting the impact of their work to those who decide about the fate of their programs. Other than that, I need to come to the standards and collaboration yet again. NCOLCTL can function as a hub for resources needed to establish standards and for the trading of classes and assessment. Perhaps, an external source of funding can be sought for such a hub under the NCOLTL aegis.

- **You are the 2019 Walton Award, but you are no stranger to awards. You have received several, in the United States and abroad, recognizing your wonderful contributions to our fields. As the NCOLCTL honors your distinguished career dedicated to the fostering of less commonly taught language, what does this recognition represent to you?**

When receiving awards, people normally say that they were surprised to be selected and they do not really mean it. I was actually genuinely surprised when I heard about it. I am most honored to stand in a line behind all those distinguished colleagues who have received this award before me. I did not have a chance to meet professor Walton, but I certainly know of him - just several days ago, I heard most laudatory words about his work from Wayles Browne, a good friend and colleague, who, being a specialist in Slavic languages, is not prone to the usual US academia hyperbolae. To sum it up, I am most honored to be continuing a great tradition of fighting for improvement of our field that professor Walton has initiated.
The American Association of Teachers of Persian continues its dedication to the members and all individuals whose research or teaching agendas require the teaching/learning of Persian.

The new executive board Dr. Pouneh Shabani-Jadidi (President) and Dr. Michelle Quay (Treasurer) started their two year service to the AATP since May 2018. We will have a new executive secretary in 2019 to replace our very own Parvaneh Hosseini after 3 years of her excellent service to the association.

Since taking over in May 2018, we have had our annual meeting in Irvine in conjunction with the Association for Iranian Studies biannual conference during 14-17 August 2018. The meeting was very well-attended and the members gave us excellent feedback and suggestions. Several members gave outstanding talks, the list of which is written below.

It was collectively agreed to have the 2019 annual meeting in conjunction with the Middle East Studies Association conference, taking place on 14-17 November 2019 in New Orleans.

The new executive board with the help of our wonderful volunteer technical assistant, Dr. Peyman Nojoumian updated the AATP website, adding a page dedicated to member’s new publications in the teaching of Persian domain, as well as a page where the conference presentations of the members have been posted.

Now we are in the process of organizing a workshop on teaching Persian as a second language during the first two weeks of August, 2019. We are also preparing our newsletter where we include members’ news of publications, presentations, new positions, etc.

Below is a list of AATP members’ publications and presentations in Irvine at the AIS in August 2018.

Recently Published Books by AATP members


Recently Published Articles by AATP members


AATP member panels and talks at the AIS Conference

Using Culture and Technology in Persian Language Instruction

Convenor: Mahbod Ghaafari, University of Cambridge
Chair: Anousha Sedighi, Portland State University
Discussant: Peyman Nojoumian, University of Southern California
Ladan Hamedani, University of Hawaii-Manoa

Teaching Poetry to Persian Second Language Learners Alyeh Mehin Jafarabadi, University of Arizona

Culture in Persian Language Class: Challenge with Material Props Peyman Nojoumian, University of Southern California

Creative Strategies for Language Instruction, Tools from Instructional Technology
Mahbod Ghaafari, University of Cambridge
The Impact of Using Technology, E-learning and Online Programs on Persian Language Instruction

Persian and Iranian Linguistics

Chair: George Bournoutian, Iona College
Discussant: Anousha Sedighi, Portland State University

Pouneh Shabani -Jadidi, McGill University
Translating from Persian into English through a Linguistic Lens

Saera Kwak, Hankuk University of Foreign Studies & EunJi Kang, Inha University

A Linguistic Analysis on the Persian volume of Huayi Yiyu Sima Sharifi, Independent Scholar

So Arduous That It’s Funny! An Academic Journey Rooted in Reality of Today’s Iran

Ketevan Gadiliia, Russian State University for the Humanities

To the Typology of the Polyfunctional Grammatical Units: Pamirian Languages

The Oxford Handbook of Persian Linguistics

Convenor: Pouneh Shabani-Jadidi, McGill University
Discussant: Anousha Sedighi, Portland State University
Chair: Ramin Sarraf, National University
Anousha Sedighi, Portland State University

Teaching Persian to Speakers of Other Languages

Reza Nilipour, University of Social Welfare and Rehabilitation Sciences

Neurolinguistics of Persian

Seyed Mostafa Assi, Institute for Humanities and Cultural Studies

Persian Lexicography

Simin Karimi, University of Arizona

Persian Syntax
Persian Language Teacher Education: Innovative Approaches to Integrating Language and Content (Roundtable)

Convenor: Soheila Kian, University of California, Irvine
Chair: Daniel F. Delshad, Independent Scholar
Anousha Sedighi, Portland State University

Heritage Language Learners of Persian
Latifeh Hagigi, University of California, Los Angeles

Family Interviews: Project Based Teaching in Persian Education
Soheila Kian, University of California, Irvine

Making Short Films: Operating the Language Classroom as a Community in Persian Education
Pouneh Shabani-Jadidi, McGill University
Using TELL in Second Language Teaching
Sahba Shayani, University of Oxford

Culture and Literature as Paths Towards Proficiency
Ladan Hamedani, University of Hawaii, Manoa

A Novelty in Persian Language Instruction
Farima S. Mostowfi, Georgetown University

Benefits and Limits of Teaching Persian using Online Authentic Materials

The year of 2018 marked a milestone for the Chinese Language Teachers Association, USA (CLTA). CLTA successfully held its first independent annual conference after holding its annual meeting during the ACTFL annual convention for several decades since 1960’s.

The 2018 CLTA Annual Conference was held at Hilton Washington Dulles Airport in the greater Washington DC area on April 6-8, 2018. The conference brought together more than 270 scholars, teachers, and practitioners of Chinese language from around the U.S. and other countries, including China, Russia, France, Japan, and South Korea. The conference program featured 65 panels, twelve workshops, two technique demonstration sessions, and a book and program exhibition that lasted throughout the conference. Professor Richard Chi from the University of Utah delivered a keynote speech on Chinese language assessment during the plenary session. Following his speech, he was awarded CLTA Life-Achievement Recognition.
The general membership meeting was held on the evening of Saturday, April 7, following the dinner. Awards were presented to recipients of Action Research Award, Cengage Learning Awards, Cheng & Tsui Professional Development Award, Cheng & Tsui Special Interest Group (SIG) Award, Jiede Empirical Research Grant, Peking University Press Award, as well as Tao-Chung Ted Yao Memorial Award. The 2019 CLTA annual conference will be held in Seattle, Washington on April 5-7, 2019.

CLTA currently has about 740 members and 10 affiliated regional associations with about 1,600 members. It will continue to offer seven different grants and awards to its members. CLTA will continue to publish three issues of Chinese as a Second Language, the journal of CLTA, and three issues of the CLTA Newsletter. 33 students from ten higher educational institutions were inducted into the CLTA National Collegiate Chinese Honor Society in 2018. Another group of excellent Chinese language students will be inducted into the Honor Society in 2019.

Media and Publicity Committee
Chinese Language Teachers Association, USA

In March, our members nominated and voted on the AOTP 2018 Excellence in Portuguese Teaching Awards in recognition of the work developed by individuals and organizations in the United States, and that we hold as examples of excellence in the teaching of Portuguese as a foreign language and heritage language. The University of Pittsburgh was awarded the University Portuguese Program of the Year for its organization of excellent “Seminar on Cultures of the Lusosphere”. The Public School K-12 of the Year was given to the Raymond Elementary School, Brockton Public Schools, MA, for its ambitious and well-established “UNIDOS Portuguese - English Dual Language Immersion Program” that has done such an incredible service to the Portuguese-speaking populations of that region. The Community incredible service to the Portuguese-speaking populations of that region. The Community Organization of the Year distinguished the “Escola Lusitânia” of the Portuguese School of the Portuguese Club of Long Branch, NJ, for its pioneering exchange program with the Escola Secundária Soares Basto in Portugal, in which groups of students and instructors of both schools visit each other for a few weeks of cultural exploration every year. The parents association PIPA - Associação de Pais do Programa de Português of the Downtown Doral Charter Elementary school won in the category of Project or Educational Initiative of the Year, for their incredible involvement in the activities of the school. Our members voted Ana Clotilde Williams, Northwestern University, University Professor of Portuguese of the Year and voted Adriane Silva, Downtown Doral Charter Elementary School, Portuguese Teacher in Middle or Secondary

Greeting,

This has been a good year for the AOTP – American Organization of Teachers of Portuguese. Our membership has increased a little and the demographics of our members has changed, with almost half of our members being located outside the United States. Mostly, they come from countries that do not have their own professional associations, and they turned to us for professional development opportunities, research and publishing opportunities, and also to participate in our annual conference.
School of the Year. The article “Empoderamento feminino no contexto de sala de aula de PLE” by Luana Reis, University of Pittsburgh, was distinguished with the Academic Publication of 2018. Finally, the board awarded the AOTP Achievement Award 2018 to the Downtown Doral Charter Elementary School – DDCES in recognition of an extraordinary work of community engagement.

Our annual conference VII EMEP – Encontro Mundial sobre o Ensino de Português at the University of Pittsburgh, PA, was extremely well attended. This year our conference will take place at Princeton University the 9th and 10th of August, with the presence of three keynote speakers: Professor Viviane Bagio Furtoso of the Universidade Estadual de Londrina, Brazil; Professor Margarita Correia of the Universidade de Lisboa, Portugal; and Professor Blair Bateman of Brigham Young University. AOTP is once again offering two $500 travel grants for colleagues to present at the conference and, in a partnership with the Brazilian Consulate in New York, we are also offering four $1,000 travel grants to colleagues who work in Brazilian universities and are coming to present at our conference.

In addition, we published the Portuguese Language Journal #12 recently, and this time in digital and printed form. The call for papers for the next number, published in the fall 2019, is now open. We invite all interested colleagues to consider publishing their research and reviews with us.

We have published the book Estratégias e Materiais para o Ensino de Português como Língua Estrangeira, edited by Eugênia Fernandes (University of California, Davis), Edvan Brito (University of Arkansas, Fayetteville), and Célia Cordeiro (The University of Texas at Austin), which collects, in a double-bind peer-reviewed book, articles presented during the VI EMEP in 2017 at Florida International University. Encompassing varied research interests and themes, this book reflects the complexities of teaching Portuguese as a foreign language and the contemporary discussions about Lusophony in the world context.
Finally, we are honored to announce that, after a very competitive voting process by cultural and community leaders, institutions and corporations associated with the Focus Brasil Foundation, the AOTP – American Organization of Teachers of Portuguese won the Focus Brasil Award South Florida 2019, for our contribution to a positive international image of Brazil. Many thanks to all the board members, who work so hard as volunteers for the professional advancement of Portuguese instructors in the United States and around the world, and thank you to all AOTP members for their extraordinary work that deserves our utmost respect.

Bem-haja, Luis Gonçalves

National Association of Self-Instructional Language Program (NASILP) of 2019

According to Dr. Dennis Looney, Director of Programs at the Modern Language Association, more than 600 higher education language programs in the USA have been lost from 2013 to 2016 as in the MLA Report. With the exception of ASL, biblical Hebrew, and Korean, enrollment in many language majors decreased in this period. Major languages such as French, German, and Italian are among them. Less Commonly Taught Language (LCTL) programs in the USA will surely suffer with this situation, and it is a tough time for students trying to start learning a new LCTL. However, compared to the major language programs, NASILP member institutions have been keeping the integrity of the programs quite well because of its relatively low cost system in which classes are taken care of by native-speaking tutors, and giving the final grades through qualified external examiners at final examination time.
The NASILP members view this decline in the number of language programs in higher education as a good opportunity to increase the variety of language studies in the USA. The advantage of NASILP is not only the low cost, but also its flexibility and adaptability. A system with native speaking tutors and external examiners can be adapted well in different situations for students’ needs. Even with only a few students wanting to learn an LCTL, it is possible to start a class. The NASILP secretariat will help build new programs, and offer support in many ways including introducing experienced examiners

Thus, the adaptability of the NASILP system with technology use will allow students to learn almost any language at any institution anywhere in the world.

Using lab for remote instructor/tutor situation at The University of Alabama

he annual NASILP conference was held in The University of Miami on October 26 and 26, 2018

This was an election year for the new president and vice president / president elect. Members elected Dr. Florin Beschea of Davidson College, NC. as the president. Dr. Beschea is available to assist any institution with the implementation of an LCTL program using the NASILP system, provide feedback on matters of organization, budgeting, external reviews and reaccreditation processes, etc. Dr. Beschea has directed the Self-Instructional Languages Program at Davidson College in North Carolina for the last 5 years

(https://www.davidson.edu/academics/self-instructional-languages) and has extensive experience in working with students, different departments and organizations throughout the campus, and external examiners from many accredited institutions around the nation. For him, the most important aspect of offering languages such as American Sign Language (first time offered at Davidson College the spring semester 2019), Amharic, Dutch, Korean, Hebrew, Swahili, Modern Greek, Japanese, and

Three Modern Hebrew students at The University of Alabama studying with an instructor at Brandeis University, PA.

for particular languages, and recommend textbooks/online materials for self-study type classes.

For example, some NASILP member institutions are collaborating to share a tutor for classes in different institutions connecting via a Skype/Zoom online meeting system to share the tutor costs. As for the instructor based classes, the students of Modern Hebrew at The University of Alabama has been studying with an instructor in Brandeis University via Skype. Of course, the remote instructor/tutor concept can be expanded to bigger classes, or even multiple schools with one instructor/tutor to handle all the sessions.
others, is the extremely satisfying prospect to give highly-motivated students the possibility of working with languages and cultures that offer them post-graduate opportunities in terms of employment travel, continuing education and many more.

In this piece, I would like to summarize some major news from AATT as published in our newsletter recently. As AATT enters the year 2019, Roberta Micalleff is in her second year as the President of AATT for the second year while Feride Hatiboglu continues to serve our Treasurer helping AATT thrive financially and support our colleagues in the field. For the full January 2019 AATT newsletter that includes the details of our accomplishments, enrollment numbers and contributions by our members, the link is provided here: http://aatturkic.org/media/files/AATT-January-2019-eb-5g4.pdf

As you might know, we had our 3rd AATT Conference in Austin in November 2018. Despite the visa and funding challenges for some of our potential presenters, we had a diverse group of people who could attend the conference physically and present on various topics related to Turkic Language Pedagogy. We were able to have a Skype session for presenters who were not able to travel from their countries of residence. It was also great to have participants from K-12 Turkish instructors from the Austin area.

To see the conference program to have a better idea about the diversity of the presentation topics, click on the following link: http://aatturkic.org/aatt/article/129285

On behalf of AATT, I would like to extend my gratitude to all the organizers, presenters and participants of this conference in addition to our co-sponsors. This conference was funded in part by the Institute of Turkish Studies, by the US Department of Education Title VI grant to the University of Texas at Austin Center for Middle Eastern Studies, by the Texas Language Center at the University.
We are excited to announce the 4th AATT Conference and invite you to submit your proposals through: https://easychair.org/cfp/4thAATTConference

We are looking forward to receiving your proposals for the upcoming conference.

_Ercan BALCI_,
Executive Secretary of AATT

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

The American Association of Teachers of Modern Greek (AATMG) is dedicated to advancing the teaching and learning of Modern Greek, to promoting and facilitating collaborations among educators and among community-based heritage language programs. The Association brings quality professional development activities to members, as well as their schools, through conferences, workshops, webinars, individual meetings and mentorship programs.

At the ACTFL convention, in November of 2019 AATMG collaborated with the ACTFL Modern Greek SIG to inform members about advances in the field of Modern Greek Language Education and new model programs.

During academic year 2018-19 AATMG offered a series of seminars that took place at Stanford University, California. Educators from the San Francisco Bay Area schools have been collaborating in an effort to design a common core curriculum which is standards-based and proficiency-oriented. The goal has been to have a framework that will be guiding best practices in learning and assessment for the schools of the San Francisco Bay Area. In Fall of 2019 the common core curriculum will start being implemented. Data will be collected and analyzed. Based on the feedback the next phase will include improvements and suggestions ready to be incorporated by all programs.

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

_Eva Prionas, Ph.D_
AATMG President
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Membership Form - NCOLCTL

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Benefits of Membership
- A free annual pre-conference workshop (normally the cost of a workshop can be up to $150.)
- A free conference proceedings or journal and a bulletin  
- Reduced registration fees at the conference.
- Representation at the national level as “at-large” member of the board, elected by the individual members.
- Participation in the Council’s projects.
- Membership in the Council ListServe.

Please complete and submit the following application form with your membership fee ($50 – for “regular” individual membership, $30 for students/seniors). Checks can be written to “NCOLCTL.” Mail all materials to the following address.

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