Embracing Diversity and Inclusion Through LCTL Education

22nd Annual NCOLCTL Conference

April 26-28, 2019
(April 25 Pre-Conference Workshops)

Holiday Inn & Suites Atlanta Airport-North
1380 Virginia Avenue
Atlanta, GA 30344
T 404.305.9990
F 404.305.9915

www.ncolctl.org
secretariat@ncolctl.org

“Sharing Solutions for Common Problems
www.ncolctl.org"
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Finally, thank you, language professionals, who have chosen to spend time with us learning and growing at the 2019 NCOLCLT.

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 collaboration among schools, government, businesses, and other groups and individuals. We will hear more about the exciting and encouraging opportunities 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.

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 students at home from 2008 to 2017, according to the American Community Survey and Kids Count Data Center. Many of those who speak 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.

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!
This year’s conference theme “Embracing Diversity and Inclusion through LCTL Education” is a testimony of where ALTA seeks to be as times change. As we gather in Atlanta this year for ALTA’S 22nd annual conference, our goal is to share ideas on how we can continue expanding the field by embracing different groups of learners. We seek to share ideas on how to make African languages available to as many learners as we can possibly reach. Our conference aims to show that the field is expanding and calls for intentional strategies and decisions that will position African languages at the center of world Languages.

The field continues to grow and our members in particular have been at the forefront of this necessary growth. While the reasons why people choose to study African languages vary, what is important and evident is that the field is growing. During this academic year professionals in the field of African languages have been performing outreach and volunteering work in the larger community locally and abroad. For example, in December 2018, two specialists in foreign language learning, Drs. Alwiya Omar and Kiarie wa Njogu conducted a very successful pre-workshop in Zanzibar to more than 150 participants at no charge. This is the way ALTA will make a mark. It will endeavor to go the grassroots and impart knowledge as well as learn from the field what is needed and what members in the diaspora do not know. Again, all this is in the spirit of diversifying our knowledge and including those who would otherwise be left out on the periphery and yet they are resourceful.

This year we also saw more institutions that focus on African languages secure Title VI funding from the Department of Education which could potentially help strengthen our language offerings. Indeed, several institutions are looking to adding new language offerings such as Kinyarwanda (Indiana University), Somali (Howard University and University of Kansas). Thus, although the field of foreign language teaching has been facing challenges nationwide, the African field has had some good breaks with some programs reporting an increase in enrollments due to good training and mentoring of faculty in the field. The more students we get, the more jobs we create for graduating colleagues. We must mention the role that the African Language Resource Center at Indiana University plays in training and retraining educators and leaders in the field of African languages. For another four years, the resource center will continue to get funding from the federal government. The funding will ensure that it continues to be a reliable resource for teachers and those who seek the expertise of African language instructors.

As we celebrate the accomplishments of our members, we also celebrate the service of some of our founding African linguists and language pedagogy experts as well as advocates and mentors to many of the current crop of African language instructors. These professors who include Prof. Eyamba Bokamba (University of Illinois at Urbana Champaign), Prof. Lioba Moshi (University of Georgia), and Prof. Anne Biersteker (Michigan State University) have served the field selflessly. These great mentors and advocates for the field of African language teaching, retired recently and while we celebrate their great achievements and service to the field, we urge the younger generation of scholars in the field to emulate their attitude towards the teaching of African languages as foreign languages. The field still needs people who are selfless and who are ready to advocate for programs that will bring the rich cultures of African languages to the classroom. They have published a lot in the field of African languages with each having contributed to the research as well as the development of teaching materials. As we honor them, we must carry on the great works they began to ensure that the field continues to grow. What they never stopped reminding young scholars is that they should never abandon their mission as scholars. They must not be comfortable just teaching – they must carry out serious research in the field. Many of us have benefited from their advice and mentoring, and as I personally end my term as the president of ALTA, I wish to remind my colleagues to value research and aspire to make it a part of their annual goals. It will not be enough just to participate in conferences, we must go beyond and publish our ideas, observations and findings. Through JALTA, our ideas can help those who seek to include African languages in their curricula.

Finally, ALTA will always strive to be stronger. ALTA members also participate in local gatherings which have been very successful. I urge them to work with the ALTA secretariat to enhance the performance of the association. The future of the association is in your hands.

Welcome to Atlanta and take advantage of the opportunities that this year’s conference presents to you including networking and making new friends.
Executive Boards

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6. Esther Fatuji, Morgan State University
7. Olusegun Soetan, University of Wisconsin-Madison
8. Kazeem Sanuth, University of Wisconsin-Madison
9. Adekimpe Adegbite, Syracuse University
10. Malimi Kazi, Duquesne University
11. Yetunde Alabeled, Fayetteville State University
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AATY Rep.

Name: Abdul Nanji
Swahili Rep.

Name: Amadou Beidy Sow
Bamana Rep.

Name: Galen Sibanda
Zulu Rep.

Name: Gabriel Ayoola
Yoruba Rep.

Name: Mariame Sy
Wolof Rep.

Name: Telahun Gebrehiwot
Amharic Rep.
The purpose of the NFMLTA is the expansion, promotion, and improvement of the teaching of languages, literatures, and cultures throughout the United States through a variety of activities including, but not limited to, publication of The Modern Language Journal. The National Federation of Modern Language Teachers’ Associations was founded in 1916.
Ponddy Education uses Artificial Intelligence (AI) technology to create language-learning products and services that makes teaching more effective and learning more efficient.
Program Overview

**Wednesday - 24th**

3:00pm - 6:00pm  ALTA Executive Board meeting
6:00pm - 7:00pm  Leadership Reception

**Thursday - 25th**

8:00am - 1:00pm  NCOLCTL Executive Board meeting
11:00am - 6:00pm  Registration
1:30pm - 5:30pm  Pre-Conference Workshop
2:00pm - 6:00pm  Exhibition Set up
6:00pm - 11:00pm  ALTA Delegate Assembly / Dinner

**Friday - 26th**

8:00am - 5:00pm  Registration
8:00am - 5:00pm  Exhibition Hours
8:15am - 9:45am  Session 1 (Parallel + Colloquia)
10:00am - 11:45am  Opening General Session (Plenary Session 1)
11:50am - 1:00pm  Lunch (on your own)
11:50am - 1:00pm  African Language Coordinators/Directors Meeting
1:15pm - 2:45pm  Session 2 (Parallel + Colloquia)
3:00pm - 4:00pm  Plenary Session 2
4:15pm - 5:45pm  Session 3 (Parallel + Colloquia)
6:30pm - 11:00pm  NCOLCTL Delegate Assembly Meeting / Dinner
6:00pm - 7:00pm  ALTA General Meeting
7:30pm - 11:00pm  Session 4 (Panels + Business Meetings)

**Saturday - 27th**

8:00am - 5:00pm  Registration
8:00am - 5:00pm  Exhibition Hours
8:15am - 9:45am  Session 5 (Parallel + Colloquia)
10:00am - 11:00am  Plenary Session 3
11:00am - 12:00pm  Poster and Exhibition Sessions
12:00pm - 1:10pm  Lunch (on your own)
1:20pm - 2:50pm  Session 6 (Parallel + Colloquia)
3:00pm - 4:00pm  Plenary Session 4
4:05pm - 5:30pm  Session 7 (Parallel + Colloquia)
7:00pm - 12:00am  Awards Ceremony

**Sunday - 28th**

9:00am - 10:00am  Plenary Session 5
9:00am - 12:00pm  Exhibition Hours
10:15am - 11:45am  Session 8 (Colloquia)
12:00pm - 2:00pm  NCOLCTL Executive Board meeting
Arabic & Persian at Maryland

Where will your high school learners go next? The Arabic and Persian programs at the University of Maryland turn students into global professionals through short- and long-term programs, study abroad, small and interactive classes, and more!

Arabic & Persian Flagship Programs | Summer Institute | Project GO

Summer application deadline is May 24th

globalprofessionals.umd.edu
Indiana University LCTL STARTALK
Professional Development Program

Dates: July 9 -27th, 2019

Are you interested in expanding your knowledge of teaching LCTLs? Then you should attend the IU Startalk!

In Brief:
Indiana University STARTALK is a sponsored summer professional development program for teachers of Less Commonly Taught Languages (LCTL). Read on for more details.

The IU LCTL 2019 Startalk Professional Development Program is a hands-on training of prospective and new teachers of one or more Less Commonly Taught Language (LCTL) at the K -16 level; For this year the target languages include Arabic, Dari, Hindi, Korean, Persian, Swahili, Turkish, Portuguese, Chinese, Russian, and/or Urdu.

The program will be held in Bloomington, Indiana and consists of two parts: (1) The completion of a 1 week online course on teaching methods followed by (2) a two-week residential program at Indiana University-Bloomington.

This program is open to both current and new teachers of the target languages listed above. Twelve teachers will be selected to participate in this three-week intensive summer program.

Each participant selected for this program will receive:
(i) Reimbursement of the NCOLCTL Online Course fee ($150)
(ii) Accommodation during the two-week residential program.
(iii) $450.00 (maximum) travel reimbursement for all out of town participants*
(iv) A Certificate of Completion upon successfully completing the program.

Application Deadline: April 30, 2018
NALRC Training of Trainers Workshop in LCTLS

WHAT:
A two-week intensive program that will allow you to participate in a professional development institute, focusing on the following themes:
- Unearthing Leadership Skills in New Foreign Language Professionals
- Developing Different Language Curricular and Learning Plans
- Evaluating Language Instruction and Programs
- Participating in Professional Activities
- Becoming an Advocate for World Languages

WHO:
This program is aimed at scholars who have previously attended an NALRC summer institute and are proficient with the principles of standards based teaching methodologies. We only have 10 spaces available for this program. Please, apply early to reserve a space.

When and where:
May 13-24, 2019, Indiana University, Bloomington, IN 47406

Cost:
All participants are required to pay a non-refundable registration fees of four hundred and fifty dollars ($450). The NALRC will cover instructional costs. However, participants will be responsible for their accommodation and other expenses such as transportation, food, and books and are encouraged to ask for support from their respective language or area studies programs to cover expenses that NALRC will not cover.

Dates and deadlines
The deadline for the application submission is March 1st, 2019 but we will continue to review applications on a rolling basis thereafter.

Arrival and Departure Dates:
We request that participants arrive on May 12, 2019 and depart no earlier than the 25th of May, 2019 after the certificate award night on the 24th. The Certificate Award Ceremony attendance is required.
Professional Development for
LCT Language Instructors.

WHAT:
A two week intensive program aimed at providing professional
development for less commonly taught language (LCTL) instructors
which focuses on the following themes:

- Using Standards-Based, Thematically Organized, Backward
  Curriculum Design with Performance Assessment in the three
  Modes of Communication
- Integrating Language, Culture, and Content in LCTLs
  Classroom
- Creating a Learner-Centered Classroom

WHO:
LCTL Instructors, African language instructors, scholars or
Graduate students in good standing in any African language,
linguistics, cultural studies, literature, second language
acquisition, or any related field at an accredited institution of
higher education are eligible to apply. All applicants must
demonstrate serious interest in LCTL and African Language
learning and teaching. Those who have attended the NALRC
institute prior to 2016, are also welcome to apply as this is a new
curriculum.

COST:
All participants are required to pay a non-refundable registration
fee of two hundred and fifty dollars ($250). Participants will also
be responsible for their accommodation and other expenses such
as transportation, food, and books. Applicants are encouraged to
ask for support from their respective language or area studies
programs to cover expenses.

WHEN:
May 13-24, 2019

WHERE:
Hamilton Lugar School of Global and International Studies
Indiana University Bloomington
Learn Chinese. Become a global professional.

Visit us at: chinese.iu.edu
**Wednesday April 25, 2019**

**ALTA Executive Board Meeting**
3:00pm - 6:00pm  
Venue: Willow

**Leadership Reception**
6:00pm - 7:00pm  
Venue: Empire Boardroom

**Thursday April 26, 2019**

**NCOLCTL Executive Board Meeting**
8:00am - 1:00pm  
Venue: Willow

**ALTA Delegate Assembly / Dinner**
6:00pm - 11:00pm  
Venue: Oak
The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication provides a framework for integrating culture and building interculturality, while developing the language skills of our learners. Participants in this workshop will explore the Can-Do Tools and engage in activities that will help build a repertoire of strategies for intercultural learning opportunities, goal setting, lesson planning, reflection, and assessment.

Kathy Shelton serves on the executive board and as technology coordinator for the National Council of State Supervisors for Languages (NCSSFL). She also serves as a world language education program specialist at the Ohio Department of Education and teaches English language learners at Columbus State Community College.

Kathy leads professional development for world language educators at the state, regional, and national level, focusing on proficiency-based curriculum, instruction, and assessment strategies. She most recently served as the co-chair of the NCSSFL-ACTFL task force revising the Can-Do statements for language, and served on the NCSSFL-ACTFL committees creating Can-Do statements for intercultural communication and for American Sign Language. Prior to her current roles, Kathy taught French for 25 years in public, private and online schools, as well as at the university level while completing her master’s in French language and literature.
**Session 1 8:15am - 9:45am**

**Registration:**
8:00am - 5:00pm

**Exhibition Hours:**
8:00am - 5:00pm

**Venue: Piedmont I**

*Chair: Mahiri Mwita - Princeton University*

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**Colloquium**

**Paralinguistic, digital orality and visualization of language: Implications to teaching African Languages and culture to Second language learners**

Digital revolution is rapidly moving the language of communication from written texts to digital orality and visual communication. Innovations ranging from “text-speak,” to video-conferencing, virtual classrooms, “snap-chat,” “emojis” are all becoming the mainstream of formal and informal communication within and across cultures. Panelists in this roundtable reflect on the implication of the digitization of communication in the formal African language classroom

**Presenter(s):**
Mahiri Mwita - Princeton University  
Kiarie Wa'Njogu - Yale university,  
Zoliswa Mali - Boston University  
Filipo Lubua - University of Pittsburg  
Mariam Sy - Columbia University

**Sponsor:** ALTA  
**Target Area:** AFL Innovations and Technology  
**Applicable Languages:** All

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**Venue: Piedmont II**

*Chair: Emrah Sahin - University of Florida*

**Introduction to Smart Activities**

This presentation will introduce how to make interactive, interesting, and dynamic language games such as “Flip Out”, “Match ‘Em Up!”, and “Super Sort” through the Smart Notebook program and how to play them. The presenter will proceed step-by-step with in-between question-and-answer sessions displaying the games he already developed

**Presenter(s):** Bo Park (Defense Language Institute Foreign Language Center)  
**Sponsor:** NCOLCTL  
**Target Area:** LCTL Innovation and Technology  
**Applicable Languages:** All

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**Korean language learners’ experiences, perceptions, and attitudes toward using Quizlet (online vocabulary learning tool) as a part of a flipped classroom**

The current study explores the possibility of utilizing an online vocabulary learning tool, Quizlet, as a part of a flipped classroom in LCTL classrooms, and also shows how a survey research can be employed in LCTL programs to examine students’ experiences, perceptions, and attitudes towards innovative instructional approaches.

**Presenter(s):** Sorin Huh (Pennsylvania State University)  
**Sponsor:** NCOLCTL  
**Target Area:** LCTL Innovation and Technology  
**Applicable Languages:** All

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**Teaching Less Commonly Taught Languages Using Outdoor Games**

The paper examines the use of outdoor games as efficient in the teaching of less-commonly taught languages especially in the United States. Through content analysis framework, Yoruba language is utilized as a prototype within the theory being proposed in the research. The study concludes that this method would make teaching and learning less-commonly taught languages more interesting and efficient.

**Presenter(s):** Adebimpe Adegbite, Elizabeth Elton (both Syracuse University)  
**Sponsor:** NCOLCTL  
**Target Area:** LCTL Curriculum and Material Development  
**Applicable Languages:** All
Session 1 8:15am - 9:45am

Venue: Willow
Chair: Adela A. Lechintan-Siefer

Other-heard Voices in Classroom: Active and Passive Listening as an Effective Method of Learning Second Languages

Overlooked and abandoned in new pedagogical studies, a concurrent use of passive and active listening drills facilitate the acquisition of multiple vital skills as observed in a five-year period of teaching Turkish as a second language at the University of Florida.

Presenter(s): Emrah Sahin (University of Florida)
Sponsor: NCOLCTL
Target Area: LCTL Innovation and Technology
Applicable Languages: All

Venue: Oak
Chair: Khady Diene - Howard University

Using maps to enhance cultural understanding in the L2 pedagogy – the case of Kiswahili.

The five goals areas commonly known as 5Cs - Communications, cultures, connections, comparisons and communities constitute the world- readiness standards for learning languages. Using maps to capture various cultural practices across L2-speaking areas can be one of the most effective ways of not only demonstrating the interconnectedness of cultures, but also helping instructors present complex information in familiar and accessible way.

Presenter(s): Jessica Mushii (Winston Salem State University)
Sponsor: NCOLCTL
Target Area: LCTL Curriculum and Material Development
Applicable Languages: All

8:15 - 8:40

8:45 - 9:10

Transcription, Critical Thinking Skills, and Teaching Listening to Higher Levels

This presentation explores transcription activity for teaching to higher levels. Starting from the ILR listening proficiency descriptions, the presentation examines how transcription can assist students develop accuracy and capture meanings beyond the surface facts. Technology programs developed at DLI will be introduced along with the ideas of adapting transcription activity.

Presenter(s): Hyunsoo Hur (Defense Language Institute)
Sponsor: NCOLCTL
Target Area: LCTL Innovation and Technology
Applicable Languages: All

Double Minority languages in the US: Challenges and Solutions

This presentation discusses specific challenges that teaching and learning double minority less commonly taught languages are facing in the U.S., as compared to other less commonly taught languages. In this presentation I focus on Kurdish as my key example. I argue that some double minority languages such as Kurdish suffer from the same institutional, curricular, and political obstacles in the U.S. as in their host countries. The presentation recommends measures to overcome these challenges, which could be used by Kurdish and other double minority languages.

Presenter(s): Haidar Khezri (University of Central Florida)
Sponsor: NCOLCTL
Target Area: LCTL Learners in Foreign Language, Heritage Language, or Immersion Settings
Applicable Languages: All

9:15 - 9:45

Enhancing the 3 Modes of Communication through TV Commercials

21st century students are the native speakers of the language of computers and technology. TV Commercials provide a piece of their native language and makes learning fun because they do not inundate students with information. This talk illustrates how to use TV commercials in a language classroom and provides activities that enhance the 3 Modes of Communication through them.

Presenter(s): Patricia Sabarwal (University of Kansas)
Sponsor: NCOLCTL
Target Area: LCTL Curriculum and Material Development
Applicable Languages: All

Project Based Learning: A Venture in Second Language Curriculum

This section focuses on the topic of Project Based Learning (PBL) and its implementation in Second Language Curricula. PBL is utilized in authentic and real-world projects, which are based on highly motivating and engaging questions, tasks, or problems to teach students academic content in the context of working cooperatively to solve problems.

Presenter(s): Qian Wang (University of Toledo)
Sponsor: NCOLCTL Target Area: Applicable Languages: All
**What is in a Name? Diversity and Inclusion in a Swahili Class**

Having foreign language learners choose target-language names is a common practice that has several arguments in favor as well as against. This paper addresses how this practice can be cognizant of the unique differences among the learners in reference to a Swahili language class in the United States.

*Presenter(s): Rachel Maina (St. Lawrence University)*  
*Sponsor: ALTA*  
*Target Area: LCTL Learners in Foreign Language, Heritage Language, or Immersion Settings*  
*Applicable Languages: All*

**An auto-narrative analysis of what learning Swahili taught me about intrinsic motivation in the foreign language classroom.**

This article uses both narrative inquiry and motivation theory to examine (1) the impact of intrinsic motivation on the language learner and his own learning process, and (2) the complex role that others play in shaping such motivation if the student is aware of its cognitive potential.

*Presenter(s): Mor Gueye (University of Illinois at Urbana-Champaign)*  
*Sponsor: ALTA*  
*Target Area: AFL Learners in Foreign Language, Heritage Language, or Immersion Settings*  
*Applicable Languages: All*

**Cultivating Value for Diversity while Harvesting Happiness through Students’ Reflections in an African Language Class**

This paper shows the impact of using Service Learning and Reflection in a language class. Data suggests that students used their sense of diversity to form strong relationships; they used service to the elderly to discover value for diversity and used reflections to express Happiness for learning an African language.

*Presenter(s): Dainess Maganda (The University of Georgia)*  
*Sponsor: ALTA*  
*Target Area: AFL Learners in Foreign Language, Heritage Language, or Immersion Settings*  
*Applicable Languages: All*
Monolingualism is the illiteracy of the 21st Century and state and federal leaders in the United States are doing little to address it. Former Utah Senator Howard Stephenson will explore solutions to ensure wide scale adoption of measures to address the nation’s bilingual shortages for international commerce, national security, and defense.

As sponsor of Utah’s highly successful Dual Language Immersion program, Stephenson is uniquely qualified to describe how the Utah model can be scaled to all 50 states and how critical languages can become common, not rare and why less commonly taught languages should be part of the mix. When all state departments of education fulfill their responsibility to provide millions of bilingual high school graduates each year, the United States will be far more secure in the world.

Senator Howard Stephenson served in the Utah Senate between 1993 and 2018 where for 26 years he was a leader in education and tax policy. He chose not to seek reelection to devote more time as a national evangelist for early learning, digital teaching and learning, dual language immersion, and post secondary workforce alignment.

Senator Stephenson’s efforts have resulted in Utah leading the nation in the number and percentage of students involved in Dual Language Immersion in six languages, and the percentage of students involved in daily personalized learning through adaptive computer-assisted instruction.

Senator Stephenson served as the National Education Coordinator for the Utah State Senate. Throughout his tenure he served as chairs of the Senate Education Committee, Higher Education Appropriations Subcommittee, Public Education Appropriations Subcommittee, Senate Revenue and Taxation Committee, and Administrative Rules Review Committee. Nationally, he has served as the Chair of the National Conference of State Legislatures Education Standing Committee and is the Public Sector Chair of the Education Task Force of the American Legislative Exchange Council and has served as a member of the Steering Committee of the Education Commission of the States.

Lunch: 11:50am - 1:00pm (On Your Own)

ALTA Language Coordinators / Directors Meeting

Chair: Leonard Muaka Howard University  |  Venue: Piedmont I  |  Time: 11:50am - 1:00pm
1:15 - 1:40

**Student Engagement in Social Networking Context: Using Arabic Facebook Project as Part of the Net Generation Curriculum**

Student engagement is one of the most fundamental issues required to promote learning and teaching in higher education (Chen et al., 2008; Trowler, 2010). In order to adapt with today’s students nature, so-called “Net Generation” students, as they are “connected, digital, and highly social” (Terantino and Graf, 2011, p.44), this project seeks to address the issue of engaging Arabic language students efficiently through the integration of online learning platforms.

**Presenter(s):** Asma Ben Romdhane (Northwestern University)
**Sponsor:** NCOLCTL
**Target Area:** LCTL Curriculum and Material Development
**Applicable Languages:** All

1:45 - 2:10

**Using Wechat in teaching Advanced Chinese**

The aim of the project is to explore the feasibility of using wechat, a communication app widely used in China to facilitate Chinese language teaching and learning. The article describes procedures for organizing chat sessions and discusses the benefits of using wechat. Wechat can promote communication in Chinese and it enhances students’ reading skills.

**Presenter(s):** Yuhua Wen (St. Lawrence University)
**Sponsor:** NCOLCTL
**Target Area:** LCTL Innovation and Technology
**Applicable Languages:** All

2:15 - 2:45

**Beta-Testing Online Second Language Learning with End-Users**

Content for second language acquisition that is co-designed with learners is the ultimate form of personalized second language learning. If teachers truly want to personalize second language learning for students, then they will have to incorporate the learners’ voice, choice, agency, while promoting co-designs that are beta-tested with end users in online settings.

**Presenter(s):** Anitra Butler-Ngugi (Prince George's Community College)
**Sponsor:** ALTA
**Target Area:** AFL Innovations and Technology
**Applicable Languages:** All
Session 2  1:15pm - 2:45pm

Venue: Willow  
Chair: Emily Heidrich - Michigan State University

Colloquium
Innovation through the LCTL Partnership and Online Asynchronous Courses

The LCTL Partnership (an Andrew W. Mellon grant project) is developing open educational resources, including online asynchronous LCTL courses, to be shared across institutions. The colloquium will focus on how others could structure similar projects and will showcase the Hebrew course developed in 2018 - currently being piloted.

Presenter(s): Emily Heidrich (Michigan State University), Koen Van Gorp (Michigan State University), Avital Karpman (University of Maryland)  
Sponsor: NCOLCTL  
Target Area: LCTL Innovation and Technology  
Applicable Languages: All

Venue: Oak  
Chair: Jeongyi Lee - Kennesaw State University

Colloquium
Developing a fuel-efficient hybrid course: A case of Chinese, Japanese and Korean

Following the current national trend towards online and blended learning environments, this colloquium showcases the development of three East Asian language courses in a hybrid format and presents benefits and challenges of hybrid foreign language courses from the perspective of both teachers and learners. Implications for the development of hybrid courses in other foreign languages will be discussed.

Presenter(s): Jeongyi Lee (Kennesaw State University), Kathy Negrelli (Kennesaw State University), Sha Huang (Kennesaw State University)  
Sponsor: NCOLCTL  
Target Area: LCTL Innovation and Technology  
Applicable Languages: All

American Association of Teachers of Modern Greek

National Association of Self-Instructional Language Program
Embracing Diversity and Inclusion Through Use of Multimedia to Teach Less Commonly Taught Languages (LCTLs)

Multimedia have emerged as powerful resources for teaching and learning various subjects, including LCTLs. However, it is important for teachers of LCTLs to adhere to multimedia learning principles in order for multimedia to be a great tool to enable students effectively learn of LCTLs while embracing diversity and inclusion.

Presenter(s): Malimi Kazi (Duquesne University)  
Sponsor: ALTA  
Target Area: LCTL Innovation and Technology  
Applicable Languages: All

Language Pedagogy for the Afropolitan: Exploring the Goal-Based Approach to African Language Instruction for the Heritage Learner

This paper highlights the efficacy of the goal-based approach (GBA) to African language instruction with particular attention to the heritage learner. Reading Antonia Schleicher's (1999) painstaking explication of GBA into Afropolitanism, a concept that denotes the cultural ambivalence and existential tension of diasporic Africans, I explore the capacity of goal-based instruction for the diasporic African in the language classroom.

Presenter(s): Tolulope Akinwole (University of Wisconsin-Madison)  
Sponsor: ALTA  
Target Area: African Heritage Language, Immersion or Bilingual Education  
Applicable Languages: All

Language Change and Its Implications for Language Teaching Material Development

Language change is a phenomenon where permanent alterations occur on the features of language. All natural languages change over time although change is more evident in some more than others. In order for the change to be accepted as language change, all areas of language such as spoken and written should be affected. In this study, we look at the change in spoken and written variations of isiXhosa where the infinitival prefix is omitted in obligatory contexts.

Presenter(s): Mantoa Motinyane (University of Cape Town)  
Sponsor: ALTA  
Target Area: African Heritage Language, Immersion or Bilingual Education  
Applicable Languages: All
The Global Seal of Biliteracy is excited to offer its bilingual credentials to language learners of all ages, including those in colleges and universities who have not been able to earn a Seal of Biliteracy until now. The Global Seal certifies language learners for workplace-ready skills in two or more languages as demonstrated through externally validated testing. Strengthening the concept that language learning is meaningful for real-world purposes, the Global Seal of Biliteracy awards can be transcripted as a storytelling tool.

The main goals of the Global Seal are accessibility and opportunity for all language learners by providing meaningful certification of skills. In keeping with the recommendations of the AAAS Study, America’s Languages, the program has already been impactful in recognizing and raising awareness of less commonly taught languages and community-based heritage language schools. The Seal of Biliteracy as an intentional outcome-based recognition tool is already demonstrating its power to increase the availability of tests and testing opportunities in smaller, but no less passionate language communities.

**Linda Egnatz** is most known for her role as national cheerleader for the Seal of Biliteracy which recognizes language learners for their proficiency in two languages. Her support for the movement began in her home state of Illinois where she testified on its behalf as a 2013 Golden Apple Teacher of Excellence Award Winner. When ACTFL named her the 2014 National Language Teacher of the Year, she used the title to expand her advocacy for language learners and supported other states working to adopt a State Seal. She is truly grateful to ACTFL for the opportunity to raise awareness about the value of language learning. Egnatz was recently named Executive Director of the Global Seal of Biliteracy, a program designed to fill in the opportunity gap for those bilinguals of any age who don’t qualify for a state seal but want to celebrate and certify their language skills. Followers of @miprofeAP on social media will recognize the hashtag #2bilit2quit; meaning that “when students succeed, language program retention increases.”
Production-oriented Approach to Chinese Writing Tasks on Chinese Culture-specific topics

This paper designs a set of procedures for teaching Chinese writing tasks on Chinese culture-specific topics guided by the Production-oriented Approach. It aims at improving students’ Chinese writing skills, increasing their awareness of Chinese culture and equipping them with the knowledge to be more effective in transcultural communication.

Presenter(s): Shen Yang (Xi’an Medical University; Spelman College)
Sponsor: NCOLCTL
Target Area: LCTL in the workplace
Applicable Languages: All

Differentiation Strategies Based on High Leverage Teaching Practices

This paper highlights High Leverage Teaching Practices and how teachers can use them as a foundation for differentiation. Practices taken from the STARTALK Endorsed Principles will serve as the basis for discussion and strategy modeling. Model units and lessons will be provided. The presentation explores differentiation strategies and uses models to develop exemplars that connect to HLTP.

Presenter(s): Greta Lundgaard (National Foreign Language Center)
Sponsor: NCOLCTL
Target Area: LCTL Instruction from Pre-K to Professional Level
Applicable Languages: All

Intercultural Influence of Neighbouring Communities on Olúkùmí Speakers: Ugbódù as a Case Study

While the standard Yorùbá remains the model for pedagogical purposes, more often than not, the local dialects are hardly separated from the situated context of communicative engagements with native-speakers of Yorùbá. This study focuses on Olúkùmí, spoken principally in Ugbódù and Ukwu-Nzu in Aniocha North Local Government Area of Delta State, South-south Nigeria.

Presenter(s): Akinlot Ajikobi (Kwara State University, Niger)
Sponsor: NCOLCTL
Target Area: AFL Curriculum and Material Development
Applicable Languages: All

Assessments iLCTL the classroom

I shall discuss two types of assessment.

The preparation sheet takes the place of the memory and recall test. This encourages students to stretch their knowledge and use creativity in writing their tests/exams.

The Innane Script is a cultural exercise done with students in pairs. Each pair has the same script, but interpretations vary widely in every class.

Presenter(s): Diane Clark (Retired Academic Scholar)
Sponsor: NCOLCTL
Target Area: LCTL Testing and Assessment
Applicable Languages: All

Enhancing Learning with Gaming by Flipped Classes

The proposal below will demonstrate the effectiveness of a flipped class by incorporating gaming as the main form of in-class teaching. The proposal aims to help the instructor to engage students in a fun activity allowing them to use the target language in communicative tasks.

Presenter(s): Ayman Elbarbary (University of North Georgia)
Sponsor: NCOLCTL
Target Area: AFL Teacher Training and Development
Applicable Languages: All

Spare the comics and spoil the fun: Comic books as pedagogic tools for language instruction.

Comic books can help in the learning process of a foreign language by answering to various concerns ranging from short attention spans to easily readable instructions. It also has the added advantage of conveying the cultural particles along with their linguistic coevals. The amalgamation of the picture and words helps in the process of information transfer.

Presenter(s): Pritesh Chakraborty (New York University)
Sponsor: NCOLCTL
Target Area: LCTL Testing and Assessment
Applicable Languages: All

My research examines how Yoruba language speakers—in and out of classroom contexts—engage the linguistic resources in their sociocultural context, to create new linguistic forms that intersects formal and informal linguistic registers. Using linguistic ethnography as a research tool, I address the impact of speakers’ language creativity on the development of the standard dialect, pedagogy of African language, and assessments.

Presenter(s): Adeola Agoke (University of Wisconsin, Madison)
Sponsor: NCOLCTL
Target Area: AFL Acquisition Research
Applicable Languages: All
Venue: Tulip

Session 3 4:15pm - 5:45pm

Colloquium

Global Swahili

Chama cha Ukuzaji wa Kiswahili Duniani /THE Global Association for the Promotion of Swahili is an organization dedicated to global promotion of Swahili language and culture. It has held conferences in USA and East Africa. This roundtable will focus on discussing the objectives of the organizations and its future plans to establish links and collaborative programs with ALTA and NCOLCTL.

Presenter(s): Lioba Moshi, University of Georgia, Past President; Mahiri Mwita, Princeton University, Current President; Leonard Mwaka, Howard University, Executive President; Charles Bwenge, University of Florida, Board Member; Elias Magembe, American University, Board Member; Alwiya Omar, Indiana University, Board Member

Sponsor: ALTA

Target Area: AFL Sustainability and Advocacy Initiatives

Applicable Languages: Swahili

ALTA General Meeting Meeting

6:00pm - 7:00pm

Venue: Tulip

NCOLCTL Delegate Assembly Meeting

6:30pm - 11:00pm

Venue: Oak
Session 4
Language Specific Panels and Business Meetings
7:30pm - 11:00pm

Venue: Piedmont I

AATY Business Group / Annual Meeting

Papers

**ỌGBỌN ÌKÔNÌ ÌMỌ ÌMỌ̀ AḤINIBÌ NINU ÒWE YORÚ Bà**

Isẹ́ yí bi yí gbiyànú láti jẹ́ kí àmọ́ pé ówé Yoruba jẹ́ ōna ikónílèkọ̀ àbínìbì Yoruba. Isẹ́ yí tún sè afíhàn orisírísí ilànrí tí a le lọ́ láti ìwé se idánìlèkọ̀ ní ilànà pẹ́lú èkò ègbálóòdè. Bákàn nàá tún sè afíhàn òwé ní ilànà pẹ́lú ègbà àtì ànikò lílò wọ́n.

**Presenter(s): Ayoola Aransi (Kwara State University, Niger)**

**Sponsor: ALTA**

**Target Area: African Heritage Language, Immersion or Bilingual Education**

**Applicable Languages: Yoruba**

**Fíí Ìmọ̀-èrọ́ kò ãwọn îpèèrè ní èdè Yorùbá**

Yorùbá bò, wọn ní igbálè tí a o bá mú omodè wò, bọ pé, bọ yá irú igbálè bẹé yóo rùn ní. Éyí jé ékan lára àwọn ìdètí tó ọ́ ní pé s'atájá láti máá kò ãwọn ómọ wa a tí bí sí éyín òdè ní èdè Yorùbá. A lé sè éyí ní ilé tábí ní ilé ìwé. Bébá yíi yá dà lèrí étó kan - Yoruba for the Young - ti gbe kàle láti kò ãwọn òmọ tún jë érò òdún méjè sí ọmọ ómọ ódùn méjè dénni ní èdè Yorùbá ni imú Yúnìsè Yéélì. Bébá yíi yóó yán ãwọn ilànà ètò àwọn isoró tó ó sùyú nínú fíí ìmọ̀ èrọ́ kò kìkì ãwọn òmọ̀ èdè Yorùbá ní èdè Yorùbá. A ọ̀ tóka ìseyírì. À ó sí běèrè imóran ìtòtò òmò náà àbiáyọ̀ sì ãwọn isoró tó ó ọ́ ọ̀nà ọ̀rìndí ètò náà.

**Presenter(s): Oluseye Adesola (Yale University)**

**Sponsor: ALTA**

**Target Area: African Heritage Language, Immersion or Bilingual Education**

**Applicable Languages: Yoruba**

Venue: Willow

**CHAU Kiddo / Kiswahili Business Group / Annual Meeting**

**MAANA YA KAZI KATIKA UCHUMI WA VIWANDA**

Madoshumini ya makala hii ni kutofautisha maana ya kazi katika uchumi wa viwanda ikiwa na nguvu ya nishati na uchumi wa kijadi wenyewe misingi wa nguvu ya mwili, yaani tofauti za kawi baita ya kiunjume na machine.

**Presenter(s): Pete M. Mhunzi (Linguist Retired Scholar)**

**Sponsor: ALTA**

**Target Area: African Heritage Language, Immersion or Bilingual Education**

**Applicable Languages: Swahili**

Venue: Piedmont II

**Zulu**

**Papers**

**Imibono ngabafundi abazifundisa ulimi behodwa bengelatisha emfundweni ephezulu**


**Presenter(s): Galen Sibanda (Michigan St. University)**

**Sponsor: ALTA**

**Target Area: AFL Learners in Foreign Language, Heritage Language, or Immersion Settings**

**Applicable Languages: Zulu**

**Ukwenza iphothifoliyo yolimi kagesi noma edijithali**

Abafundi abaphakeme bangasebenzisa uhlelo olumahala ukwenza iphothifoliyo yolimi kagesi noma edijithali. Le nkulumo isebenza iphothifoliyo yami yesiZulu nesiyXhosa. Ngenze le phothifoliyo yokuphakamisa izilimi ngonyaka ka2012 ngesikhathi seFLAS yeHlobo. Emva kokubuka isibonelo, sizokhuluma ngobuchwepheshe nohlelo olukhuleklekyo ngenzeGoogle Sites nensa s'okufunda ulimi. Inkulumo le izihloha indlela ukugqiquqa isibonelo seEuropean Language Portfolio ukusiza abafundi baseyunivesithi abafunda ama-Less Commonly Taught Languages.

**Presenter(s): Jennifer Erem (Boston University)**

**Sponsor: ALTA**

**Target Area:**

**Applicable Languages: Zulu**

**Ukufundiswa kolimi namasiko esiZulu kwintanethe naseklasini**

Ukuthola abafundi abathathwa amaklasi ezilimi zethu zaseAfrika kuba yinto enzima emfundweni ephakeme, ikakahlu kumanyweyesi anfula izilimi ezinzini ngenzeNyvesi yase-India. Kulenyuvesi kuhlala kunomncintiswano wokuthola abafundi. Loluhi lelula lokufundisa isiZulu lungengezele amanani abafundi. Loluhi lelula ngukunzisawo s'okufunda ulimi.

**Presenter(s): Betty Sibongile Dlamini (Indiana University)**

**Sponsor: ALTA**

**Target Area:**

**Applicable Languages: Zulu**
**Session 5 8:15am - 9:45am**

**Registration:**
8:00am - 5:00pm

**Exhibition Hours:**
8:00am - 5:00pm

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**Venue: Piedmont I**
*Chair: Bo Park - Defense Language Institute Foreign Language Center*

**Beyond language learning in Korean classroom: Early awareness of social justice for young learners**

Presenters will share five examples of learning activities based on social justice standards incorporating the world-readiness standards for learning language in a Korean classroom. The target students of the activities are in novice level of Korean proficiency with limited literacy skills.

**Presenter(s):** Sehyun Yun (George Mason University), Hye Young Shin (American University), Jihye Moon (George Mason University)
Sponsor: NCOLCTL
Target Area: LCTL Curriculum and Material Development
Applicable Languages: All

**Venue: Piedmont II**
*Chair: Purity Namisoho Wawire - Ohio University*

**‘Tulikula Uturuki’: Matatizo ya tafsiri za moja kwa moja**


**Presenter(s):** Alwiya Omar (Indiana University)
Sponsor: ALTA
Target Area: AFL Instruction from Pre-K to Professional
Applicable Languages: Swahili

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**While they are not here, how to engage students in online and hybrid courses?**

The current session aims to address the major challenges learners are faced in online and hybrid courses and share the learning activities that enhance their self-regulated learning and engage students in each type of course. This session will help instructors design and teach a language course effectively in distance learning.

**Presenter(s):** Jihye Moon (George Mason University), Hye Young Shin (American University), Sehyun Yun (George Mason University)
Sponsor: NCOLCTL
Target Area: LCTL Curriculum and Material Development
Applicable Languages: All

**Fasithi-Simulizi na Kiswahili kwa wageni – tuangazie methali**


**Presenter(s):** Charles Bwenge (University of Florida)
Sponsor: ALTA
Target Area: LCTL Instruction from Pre-K to Professional Level
Applicable Languages: Swahili

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**Mbinu za Kufundisha Kiswahili kama Lugha ya Kigeni katika viwango vyote kwa Kutumia vyonibo vya Habari**


**Presenter(s):** Samuel Mukoma (Stanford University)
Sponsor: ALTA
Target Area: AFL Curriculum and Material Development
Applicable Languages: Swahili

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Sponsor: ALTA
Target Area: LCTL Instruction from Pre-K to Professional Level
Applicable Languages: Swahili

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**Mbinu za Kufundisha Kiswahili kama Lugha ya Kigeni katika viwango vyote kwa Kutumia vyonibo vya Habari**


**Presenter(s):** Samuel Mukoma (Stanford University)
Sponsor: ALTA
Target Area: AFL Curriculum and Material Development
Applicable Languages: Swahili
Session 5 8:15am - 9:45am

Venue: Oak
Chair: Leonard Muaka - Howard University

Heritage Learners in African Language Classrooms

This paper addresses the emerging important subject of African heritage language learners and how they impact methodological and content choices. As an emerging line of inquiry in African language pedagogy, the paper also seeks to identify factors that motivate heritage learners to enroll in African languages. I argue that heritage learners are an important resource academically and professionally.

Presenter(s): Leonard Muaka (Howard University)
Sponsor: ALTA
Target Area: AFL Learners in Foreign Language, Heritage Language, or Immersion Settings
Applicable Languages: All

The role of Bongo Flava in the foreign language classroom

This paper will discuss Bongo Flava as a form of language, cultural expression, political expression, and social representation and how this music can be incorporated to teaching Swahili as a foreign language curriculum. Bongo Flava is a form of popular music known in Tanzania well known as the music of the new generation “muziki wa kizazi kipya.”

Presenter(s): Beatrice Mkenda (University of Iowa)
Pamela Kimario (University of Georgia)
Sponsor: ALTA
Target Area: LCTL Curriculum and Material Development
Applicable Languages: All

Venue: Tulip
Chair: Bayo Omolola - Howard University

The speech act of apology by NNSs of Korean

This study examines how students learning Korean as a foreign language in a U.S. college make a speech act of apology. It is expected that the results of this study will contribute to interlanguage pragmatics studies in L2 and suggest ways to teach appropriate speech acts of apology in Korean.

Presenter(s): Sangkyung Han (University of Michigan)
Sponsor: NCOLCTL
Target Area: LCTL Learners in Foreign Language, Heritage Language, or Immersion Settings
Applicable Languages: All

The Role of Intercultural Communication in African Language Classrooms

African language teaching in the United States takes place in the classrooms where cultural diversity is prominent. Based on cultural identity theory which shows a connection between inter-cultural competence and individual identity, this paper examines the culture-based communication of and its implication for African language learners. It offers suggestion for improvement.

Presenter(s): Bayo Omolola (Howard University)
Sponsor: ALTA
Target Area: AFL Teacher Training and Development
Applicable Languages: All

8:45 - 9:10

Increasing Access to Less-Commonly-Taught-Languages in Small Liberal Arts Colleges through Consortial Course Sharing

LCTL instruction poses a special challenge for small liberal arts colleges as student demand may not justify sufficient staffing to offer a LCTL program. While college leaders recognize the value of LCTL education, they are limited by budget constraints. The GLCA Shared Languages Program expands LCTL offerings by collaboratively sharing courses across institutions in a virtually interactive classroom environment.

Presenter(s): Gabriele Dillmann (Great Lakes Colleges Association and Denison University)
Sponsor: NCOLCTL
Target Area: LCTL Sustainability and Advocacy Initiatives
Applicable Languages: All

8:15 - 8:40

Venue: Oak
Chair: Leonard Muaka - Howard University

9:15 - 9:45

Diversity, Sustainability, and the Essence of Community: Reinventing Quechua Instruction at Ohio State

Addressing the diverse needs of learners is the key to sustainability in LCTL instruction. Our Quechua community actively involves students from a range of backgrounds who receive content and individualized support through a variety of delivery methods. Multi-pronged outreach and recruitment yield strategic interinstitutional alliances that keep our enrollments viable.

Presenter(s): Elvia Andia-Grágeda , Mark Kolat, Terrell Morgan (all Ohio State University)
Sponsor: NCOLCTL
Target Area: LCTL Sustainability and Advocacy Initiatives
Applicable Languages: All

9:15 - 9:45
Session 5  8:15am - 9:45am

Venue: Dogwood
Chair: Peter Mwangi - Northwestern University

Promoting Diversity and Inclusion through the Less Commonly Taught Languages (LCTLs)

LCTLs offered to college-bound high school students might have a significant potential towards the promotion of diversity and inclusion in Higher Education Institution (HEI). This study examines the beliefs of college-bound high school students enrolled in the STARTALK language programs in the summers of 2013, 2014, and 2015 regarding the study of LCTL from an intercultural competence theoretical framework.

Presenter(s): Peter Mwangi (Northwestern University)
Sponsor: NCOLCTL
Target Area: LCTL Curriculum and Material Development
Applicable Languages: All

How can they possibly learn two registers at once? Simultaneous Acquisition of L2 Modern Standard Arabic and Egyptian Arabic Vocabulary

This psycholinguistic study is a lab-operationalization of current trends in Arabic L2 foreign language curricula. It investigates participants’ abilities to simultaneously acquire vocabulary in Modern Standard Arabic and Egyptian Spoken Arabic (an integrated curriculum) as compared to in Modern Standard Arabic only (a traditional curriculum).

Presenter(s): Elizabeth Huntley (Michigan State University)
Sponsor: NCOLCTL
Target Area: LCTL Curriculum and Material Development
Applicable Languages: All

Investigating teachers’ teaching experiences in Chinese heritage language courses in college settings

This study examined teacher teaching experiences in both Heritage Language (HL) and Non-Heritage Language courses in college settings. The findings demonstrated the challenges teachers encountered and addressed the reasons why teachers held particular expectations of HL learners and what types of professional development for HL teaching teachers desired.

Presenter(s): Pei-Shan Yu (Georgetown University)
Sponsor: NCOLCTL
Target Area: LCTL Learners in Foreign Language, Heritage Language, or Immersion Settings
Applicable Languages: All

Venue: Pecan
Chair: Hana Zabarah - Georgetown University in Qatar

Career-Focused Arabic Instruction

Career-focused Arabic majors (Arabic for Business, Arabic for Journalism and Arabic for International Service) will be presented. We will discuss the balance of skills, registers and subject matter in designing a focused Arabic curriculum. Lessons from the online, interactive curriculum for these subjects will be demonstrated. These can serve as a model to be used by other languages

Presenter(s): David DiMeo (Western Kentucky University)
Sponsor: NCOLCTL
Target Area: LCTL Curriculum and Material Development
Applicable Languages: All

An Innovative Approach: Content and Language Integrated Learning (CLIL)

As a foreign or language teacher, it is crucial to understand the benefits of Content and Language Integrated Learning (CLIL). Regardless of what language you teach, this approach integrates content and language learning to make your class more interactive. It also provides students to engage in a variety of activities.

Presenter(s): Consuelo Quijano (Defense Language Institute Foreign Language Center)
Sponsor: NCOLCTL
Target Area: LCTL Learners in Foreign Language, Heritage Language, or Immersion Settings
Applicable Languages: All

From A to Z in Planning and Implementing a Short Study Abroad Program

This presentation investigates vital factors to be considered for a study abroad program that benefits students. The presenter will share the challenges that appeared in the process of planning and implementing a 4-week summer language and culture program in Korea and the students’ self-reports and reflection on the study-abroad program.

Presenter(s): Myounghee Cho (University of Rochester)
Sponsor: NCOLCTL
Target Area: LCTL Learners in Foreign Language, Heritage Language, or Immersion Settings
Applicable Languages: All
The present plenary session will address the issue of organizing LCTL curricula around enabling final learning outcomes. In that approach syllabi are reverse-designed starting with enabling (can-do statements) based on the ILR or ACTFL scale, then proceeding to formative and summative assessment, and ending with the design of class activities. The main purpose of this session is to make the audience familiar with the challenges and solutions in transforming more traditional language programs into those with tangible and measurable enabling final learning outcomes. The first presentation is a report from the government language-learning services, which have been systematically involved in these efforts for many years now. The second presentation discusses a large-scale initiative involving numerous LCTLs at universities across the country. The final presentation is devoted to an ongoing effort to transform language teaching at one of the largest language programs in the country (with over 8,000 students). The presentations will be followed by general discussion moderated by the presenters, where all participants will get an opportunity to ask questions that are of relevance for their particular setting.

Can-dos and oughta-dos: Designing and predicting final learning outcomes for LCTLs within United States Government (USG) settings

The proposed presentation will address two aspects of setting and assessing final learning outcomes within the context of the United States Government (USG) in general, and within programs administered through the Washington Office of the Defense Language Institute (DLI-W) in particular. The former will provide an overview of “can-do”-based self-assessments for speaking, reading and listening proficiency developed by members of the USG language professional community under the auspices of the Interagency Language Roundtable (ILR) in the late 1990s and early 21st century. The latter will present the results of an over decade-long analysis of the DLI-W training matrix used to predict the number of weeks it may take to reach an ILR level based on the category of language. In Fiscal Year 2017 (FY17), DLI-W provided support for instruction in 64 difference languages, 61 of which can be classified as LCTLS.

Dr. Scott McGinnis (Ph.D., Ohio State University, 1990) is the senior Academic Advisor for the Washington Office of the Defense Language Institute (DLI). He also holds the academic rank of tenured full professor at DLI. Between 1999 and 2003, he served as the first Executive Director of the National Council of Less Commonly Taught Languages at the National Foreign Language Center (NFLC) in College Park, Maryland. In over three decades in the language teaching profession, he has held positions at institutions including the University of Pennsylvania and Middlebury College, and has a decade of experience as supervisor of the Chinese language programs at the University of Oregon and the University of Maryland. Dr. McGinnis has authored or edited five books and over 50 book chapters, journal articles and reviews on language pedagogy and linguistics for the less commonly taught languages (LCTL) in general, and Chinese and Japanese in particular.
The University of Chicago Language Center is currently leading two projects – one funded by the Mellon Foundation and the other internally – to transform language pedagogy across LCTLs on their Chicago campus and across the Big Ten and Ivy Plus institutions. The projects enable language instructors to be powerful agents of change in their pedagogical practices. Through professional development activities, we deliver assessment literacy, especially with the Proficiency Guidelines, help instructors identify realistic end-of-sequence outcomes, work closely with them to develop valid and reliable assessments, and impose reverse-design as an overall framework. This talk will focus on the key importance of the operationalization of proficiency outcomes into valid assessment tasks, and then realigning curriculum to orient instruction for success on those tasks. The work we have done in multiple languages across multiple institutions is having a real impact on the ways instructors approach and implement their pedagogy.

Catherine C. Baumann is director of the University of Chicago Language Center and director of the German language program. She received her Ph.D. in Second Languages and Cultures Education at the University of Minnesota, specializing in reading comprehension and language testing. She is a certified ACTFL tester and trainer, and does consulting for language programs in higher education on a variety of curricular and assessment-related issues. She oversees all programs in the CLC.

How to Quit Non-Enabling Final Learning Objectives Cold Turkey

This talk focuses on the opportunities and challenges of the Language Instruction Standardization Initiative, at the Arizona State University School of International Letters and Cultures to establish and assess enabling final learning outcomes based on NCSSFL-ACTFL Can-do Statements for all its language courses (with over 8,000 students). This longitudinal initiative sets and calibrates these objectives while it concurrently develops a cohort of certified testers. The initiative is performed in a highly complex environment, encompassing languages of varied language difficulty, highly enrolled and staffed CTL courses and under-enrolled LCTLs facing paucity of resources. Its eventual goal is to increase quality of instruction, enrollment in under-enrolled languages, and enable course sharing with other institutions. The talk will primarily focus on the experiences relevant for less commonly taught languages, offering solutions that can be replicated in other academic environments and pointing to the pitfalls in the process.

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 or 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).
Social Justice in the Language Classroom
This poster will study the topic of social justice in the language classroom. It will share some of my personal experience as well as suggested activities to use the social justice in the foreign language classrooms.

Presenter(s): Haniyeh Barahouie (University of Virginia)
Sponsor: NCOLCTL
Target Area: LCTL Curriculum and Material Development
Applicable Languages: All

Integrating Culture into Creative Writing Activities
Learning culture is fundamental to mastering a foreign language. It is challenging to enable learners to write while getting them to comprehend culture. Language learners and instructors may feel intimidated by creative writing because it requires a higher skill set. This poster presentation illustrates how I integrate culture into creative writing activities for beginners up to advanced learners of Thai.

Presenter(s): Peeriya Pongsarigun (University of Pennsylvania)
Sponsor: NCOLCTL
Target Area: LCTL Curriculum and Material Development
Applicable Languages: All

What Can Be Covered Beyond the Textbooks: Teaching Modules to Prepare Students for Real-World China
The paper presents teaching modules to prepare students for real-world China. Each module explores a particular area, provides resources, and raises questions to engage students in strengthening their language and cultural competencies. The modules address four areas: (1) Chinese behavioral culture; (2) critical issues in contemporary China; (3) current events in China; (4) great social transformations in contemporary China.

Presenter(s): Juichien Wang (Trinity College)
Sponsor: NCOLCTL
Target Area: LCTL Curriculum and Material Development
Applicable Languages: All

Teaching and Learning Korean Benefactive Forms
This study examines the presentations of the Korean benefactive -e/a cwuta in four Korean-as-a-foreign-language textbooks and provides an account for expressing the benefactive meaning, including a wide range of data considered in the literature as well as from the spoken corpus made by the National Institute of the Korean language.

Presenter(s): Lan Kim (Penn State University)
Sponsor: NCOLCTL
Target Area: LCTL Curriculum and Material Development
Applicable Languages: All

Venue: Dogwood

Lunch 12:00pm - 1:10pm
(On Your Own)
**Session 6 1:20pm - 2:50pm**

**Venue: Piedmont I**

*Chair: Wijnie de Groot - Columbia University*

**Extensive reading in the beginning and intermediate Arabic FL classroom – effects on reading anxiety and attitudes towards reading**

This action-research study investigates the extent to which Foreign Language Reading Anxiety (FLRA) occurs in two beginning and intermediate-level Arabic FL classrooms, and the effect of a semester-long extensive reading program on learners' attitudes towards reading in Arabic and their reported FLRA levels.

Presenter(s): Gergana Atanassova (Ohio State University)  
Sponsor: NCOLCTL  
Target Area: AFL Instruction from Pre-K to Professional  
Applicable Languages: All

**Venue: Piedmont II**

*Chair: Jonathan Choti - Michigan State University*

**Nafasi ya Vipimo-Bainifu-3 vya Uwasilianaji katika Ufundishaji na Ujifunzaji wa Sarufi katika Darasa la Kiswahili**

Ufundishaji na ujifunzaji wa sarufi katika muktdah mwfaka unaweza kuibua changamoto mbalimbali kwa mwalimu na wanafunzi wa lugha za kigeni. Makala hii itajadili jinsi Vipimo-Bainifu-3 vya Uwasilianaji vinavyoweza kuzingatiwa katika ufundishaji na ujifunzaji wa sarufi katika darasa la Kiswahili kama lugha ya kigeni.

Presenter(s): Beatrice Ng’uono Okelo (Baylor University)  
Sponsor: ALTA  
Target Area: AFL Learners in Foreign Language, Heritage Language, or Immersion Settings  
Applicable Languages: Swahili

**1:50 - 2:15**

**Using poetry in the foreign-language classroom**

This paper will show that using poetry in the foreign-language classroom is a great language-learning tool. Even the poetry-averse student will start to like using poems in a way that is very different from the traditional literature class. Although the paper’s focus is on poetry in a Dutch intermediate language class, it is applicable to any language.

Presenter(s): Wijnie de Groot (Columbia University)  
Sponsor: NCOLCTL  
Target Area: LCTL Curriculum and Material Development  
Applicable Languages: All

**1:20 - 1:45**

**Umuhimu ya kutumia picha kufundisha Kiswahili**

Wasilisho litaoonesha jinsi ya kufundishwa uchafuzi wa mazingira kwa kutumia picha. Picha zinaonesha njia zinazochagua mazingira. Njia hizi ni kukojoa, kuosha gari mtoni, na kumwaga kemikali mtotoni; kukata miti, kulima shamba kwa trakita, kuosha nguo mtoni; Madhara ni mmomonyoko wa udongo, kuua viwanda kwa kuchafua maji.

Presenter(s): Jonathan Choti (Michigan State University)  
Sponsor: ALTA  
Target Area: AFL Teacher Training and Development  
Applicable Languages: Swahili

**2:20 - 2:50**

**Morphological Awareness and Word reading in Swahili**

This paper entirely centers its concentration on the correlation between Morphological Awareness and Word Reading Ability on FL (Foreign Language) Swahili learners. The relationship highlights the contribution of Morphological Awareness on word reading development and its effect on reading accuracy among FL Swahili language learners.

Presenter(s): Purity Wawire (Ohio University)  
Sponsor: ALTA  
Target Area: LCTL Testing and Assessment  
Applicable Languages: All
Session 6 1:20pm - 2:50pm

**Venue: Willow**
**Chair: Yetunde Alabede - Fayetteville State University**

1:20 - 1:45

**Developing Online Materials for Advanced Swahili: Lessons from a LCTL Project**

This paper describes the author’s experience in a Carnegie Mellon-sponsored project at Michigan State University to develop online materials for Advanced Level Swahili. The materials are intended to support the low enrollment advanced level classes and as hybrid materials.

Presenter(s): Deo Ngonyani (Michigan State University)
Sponsor: ALTA
Target Area: AFL Curriculum and Material Development
Applicable Languages: All

1:50 - 2:15

**Fostering Inclusion and Diversity in Yoruba Language Teaching through CALL**

A distinctive feature of learning Yoruba in the US is the context of diversity within the latter, since it is a melting pot of many languages and cultures. This paper highlights contemporary Computer Assisted Language Learning strategies used in teaching ESL as it applies to the teaching of Yoruba.

Presenter(s): Yetunde Alabede (Fayetteville State University)
Sponsor: ALTA
Target Area: AFL Innovations and Technology
Applicable Languages: All

**Venue: Oak**
**Chair: Mariame I Sy - Columbia University**

1:20 - 1:45

**African Languages and the Global Curriculum**

Panelists will address issues such as:

a) The various challenges faced in integrating African languages into the global curriculum of US institutions of higher learning.

b) Bridging the gap between language and content courses across various disciplines.

c) Models of Project involving institutional collaboration, including distance courses.

d) Models of discipline specific language materials and course development.

Presenter(s): Mariame I Sy (Columbia University)
Abdul Nanji (Columbia University)
Zoliswa Mali (Boston University)
Mahiri Mwita (Princeton University)
Sponsor: ALTA
Target Area: LCTL Curriculum and Material Development
Applicable Languages: All
**Applicable Languages: All**

**Target Languages: L2 Hindi-Urdu**

**Sponsor: NCOLCTL**

**Venue: Pecan**

**Chair: Kazeem Sanuth - University of Wisconsin-Madison**

**Communicative and Inter-cultural Competence: L2 Hindi-Urdu in Study Abroad**

Pinar (2016) reviewed recent studies on study abroad settings and presented mixed results. Following Pinar (2016), this study examines and explores the variables that help language learners to develop their (a) linguistic ability, and (b) intercultural sensibility. The study uses a semi-structured interview as a research method to explore Li English L2 Hindi-Urdu study abroad in India.

**Presenter(s): Rajiv Ranjan (Michigan State University)**

**Target Area: LCTL Learners in Foreign Language, Heritage Language, or Immersion Settings**

**Applicable Languages: All**

**Language Instruction for STEM students and researchers visiting Africa**

This study explores the importance of STEM students/researchers learning African languages. In 2018, the African Studies Centers at the UNC-Chapel Hill, in conjunction with EPIPSA (Energy Poverty PIRE Southern Africa), facilitated a Chichewa language workshop for North Carolina, US, researchers visiting Malawi. Exposure to a language hitherto ignored due to colonial legacies had profound effect on the researchers’ field interactions.

**Presenter(s): Mohamed Mwavzandi (University of North Carolina at Chapel Hill)**

**Sponsor: ALTA**

**Target Area: AFL Sustainability and Advocacy Initiatives**

**Applicable Languages: All**

**Session 6 1:20pm - 2:50pm**

**Venue: Dogwood**

**Chair: Eunjo Lee - Brandeis University**

**Arabic learning in the U.S.: first year experiences and perspectives from a small liberal arts college**

Despite the rising enrollments in Arabic language classes among American university students after 9/11, little qualitative research has explored first year students’ classroom experiences. This qualitative study identifies students’ interests in Arabic, describes their experiences as learners, and examines the challenges that cause some students to discontinue learning this language.

**Presenter(s): Brahim Oulbeid (University of Massachusetts Amherst)**

**Sponsor: NCOLCTL**

**Target Area: AFL Learners in Foreign Language, Heritage Language, or Immersion Settings**

**Applicable Languages: All**

**Tutoring a Foreign Language (TFL) Certificate Program as Professional Development for LCTL Tutors**

Tutorial sessions led by qualified tutors are the key for Critical Languages Program (CLP) to offer quality self-instructional LCTL courses. As a part of continuing professional development on language teaching, CLP offers self-instructional Tutoring a Foreign Language Certificate course (TFL). The presentation overviews what the TFL entails and shares tutors’ reflection on the program.

**Presenter(s): Jieun Ryu (University of Arizona)**

**Sponsor: NCOLCTL**

**Target Area: Autonomous Learning and Self-instructional settings**

**Applicable Languages: All**

**Language learning in A Context of Linguistic Bricolage: A case of the Yoruba Study Abroad Program.**

This presentation explores how Yoruba-speakers organize multiple semiotic resources across different types of linguistic and cultural creations, interpreting these linguistic practices as potential affordances for Yoruba learners. Drawing from Critical Applied Linguistics, I argue that, far from providing a space of monolingual immersion in Standard Yoruba, it is a space of “linguistic bricolage”

**Presenter(s): Kazeem Sanuth (University of Wisconsin-Madison)**

**Sponsor: ALTA**

**Target Area: AFL Acquisition Research**

**Applicable Languages: All**

**Swahili Learning and Motivation**

This study was carried out in a third year Swahili classroom at a midwestern university. The purpose of the study was to investigate what motivated students to persist in studying Swahili past the usual two years, how they participated in the Swahili classes and also what their experiences were in those Swahili classes.

**Presenter(s): Esther Lisanza (Howard University)**

**Sponsor: ALTA**

**Target Area: AFL Acquisition Research**

**Applicable Languages: All**
NALRC
National African Language Resource Center
College of Arts & Sciences, Indiana University,
701 Eigenmann Hall,
1900 East 10th Street
Bloomington, IN 47406 USA
Website: nalrc@indiana.edu
Telephone: 8128564199
Fax: 8128564189 Email: nalrc@indiana.edu

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

Avant / Global Seal of Biliteracy
940 Willamette Street, SUITE 530
Eugene OR 97401 USA
Office: (541) 338-9090 Sales: (888) 731-7887
Support: (888) 713-7887
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Avant's STAMP and WorldSpeak assessments for LCTLs measure real-world language proficiency through online adaptive test technology and human scoring. Avant delivers STAMP across the country and around the world. Today, Avant delivers STAMP across the country and around the world. Avant builds and delivers ever more effective assessments of real-world proficiency, including Spanish for Heritage Learners and less commonly taught languages, such as Somali and Yup’ik. Avant’s mission is as it has always been: to improve the teaching and learning of language in the US and around the world through effective assessment.

Global Seal of Biliteracy initiatives have been adopted in 34 states and the District of Columbia to date, that Seal is generally available only to public school students in participating districts, and the standards for receiving it vary by state. The Global Seal of Biliteracy closes that gap with a consistent, inclusive and accessible solution.

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Ponddy Education
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(408) 800-7798

Ponddy Education uses Artificial Intelligence (AI) technology to create language-learning products and services that makes teaching more effective and learning more efficient. Ponddy focus on providing a range of educational activities and material for secondary, university students, and their teachers. Then Ponddy provides a solution that simplifies the learning process for students and teachers. AI supports and shapes the classroom experience and learning outcomes in real time.

American Council on the Teaching of Foreign Languages
1001 N. Fairfax Street, Suite 200
Arlington, VA 22314
Phone: +1(703) 894-2900

Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,500 language educators and administrators from elementary through graduate education, as well as government and industry.
Lead Powerful Learning

Venue: Majestic I & II  

The best advocacy empowers us to be proactive in creating powerful learning. Focus on your arenas of influence and how to guide language learning, support every learner, and showcase gains in proficiency. Apply high-leverage teaching strategies to boost learners’ performance. Learn from successful examples of guiding learners to make global connections. Every educator is a leader for languages.

**Lisa Ritter** currently serves as the President of the Board of Directors for the American Council on the Teaching of Foreign Languages (ACTFL). She spent 25 years with Springfield, Missouri Public Schools where she taught Spanish and served as a coordinator of its International Baccalaureate (IB) Program. As her district’s World Language Curriculum Chair, she planned professional learning opportunities for its teachers across K-12 and six languages.

A National Board-Certified Teacher, Lisa was the 2010 ACTFL National Language Teacher of the Year which has given her the opportunity to work with educators throughout the country. She has previously served as President of the Foreign Language Association of Missouri (FLAM) and on the Board of the Central States Conference on the Teaching of Foreign Languages (CSCTFL).

She received her bachelor and master’s degrees from Drury University and completed study abroad programs in Spain with Purdue University, in Mexico with the University of Missouri and in Costa Rica through the Instituto de Cultura y Lengua Costarricense. Believing in the power of immersion experiences for students, she organized several 25-day study/homestay programs to Costa Rica. She has also led tours for language educators, most recently to Cuba with other ACTFL members and was involved with methods courses at three local universities.
The Why, What and Hows of Inclusive Pedagogy in the LCTL Classroom

With an increasingly diverse student population in terms of cultural background, linguistic repertoire, gender identity and sexual orientation, student centered approaches limited to taking into account student interests, learning styles and abilities do not cut it. This panel explores implications of a new understanding of inclusive pedagogy, and ways to effectively engage with today’s student diversity in LCTL classrooms.

Presenter(s): Gautami Shah (University of Texas at Austin)
Seema Khurana (Yale University)
Shahnaz Hassan (University of Texas at Austin)

Sponsor: NCOLCTL

Target Area: All

Inclusive Pedagogies: Digital Story telling in Swahili Classrooms

Teaching in an era of digital technologies demands that teachers utilize these technologies in their classrooms. This paper discusses how digital storytelling through place-based tours can be a tool for inclusive pedagogy in second language classrooms. I utilize critical pedagogy of place as an essential practice in inclusive education and in understanding places that the target language community inhabits.

Presenter(s): Anne Jebet (University of Virginia)

Sponsor: NCOLCTL
Target Area: LCTL Innovation and Technology
Applicable Languages: All

Story-telling as a Pedagogical tool in the Language Class

Stories are the oldest sub-genre of the oral tradition and a fundamental tool for human conveying, storing and retrieving information in the past. They have been used to facilitate and promote foreign language learning. This paper will examine the benefits and challenges of using stories to enhance language learning.

Presenter(s): Rose Lugano (University of Florida)

Sponsor: NCOLCTL
Target Area: AFL Curriculum and Material Development
Applicable Languages: All
Venue: Willow  
Chair: Benjamin Hebblethwaite - University of Florida

**DEVELOPING PROFICIENCY BASED MATERIAL FOR TEACHING URDU AS A FOREIGN LANGUAGE**

In this talk I will discuss the development of proficiency based material to teach Urdu as a foreign language in the US. The selection of tasks changed for each level of language i.e. Novice, Intermediate and Advanced level. ACTFL Proficiency guidelines were adopted as a framework to develop lesson plans. Sample lesson plans will be shown for discussion and comments.

Presenter(s): Muhammad Asif (University of Wisconsin-Madison)  
Sponsor: NCOLCTL  
Target Area: LCTL Curriculum and Material Development  
Applicable Languages: All

**Embracing Diversity and Inclusion in a New Haitian Creole Textbook Project**

LCTLs like Haitian Creole have instructional materials that reflect gender stereotypes, emphasize rural life, overlook transnational realities, obfuscate LGBTQ issues, and lack discussion of differing abilities. The new textbook authors are developing characters and Culture Notes that reflect various categories of diversity and inclusion.

Presenter(s): Benjamin Hebblethwaite (University of Florida)  
Sponsor: NCOLCTL  
Target Area: LCTL Curriculum and Material Development  
Applicable Languages: All

Venue: Oak  
Chair: Elaine Mshomba - University of Pennsylvania

**Tutoring a Foreign Language (TFL) Certificate Program as Professional Development for LCTL Tutors**

Tutorial sessions led by qualified tutors are the key for Critical Languages Program (CLP) to offer quality self-instructional LCTL courses. As a part of continuing professional development on language teaching, CLP offers self-instructional Tutoring a Foreign Language Certificate course (TFL). The presentation overviews what the TFL entails and shares tutors’ reflection on the program.

Presenter(s): Jieun Ryu (University of Arizona)  
Sponsor: NCOLCTL  
Target Area: Autonomous Learning and Self-instructional settings  
Applicable Languages: All

**The Student As Teacher: Building Student Confidence at the Elementary Level**

Some elementary students struggle to gain the confidence they need to be successful in using the target language. In this presentation, I will discuss how powerful it can be to ‘re-construct’ our classroom, so students see themselves as ‘teachers’ for each other. I will also offer suggestions for specific activities.

Presenter(s): Elaine Mshomba (University of Pennsylvania)  
Sponsor: ALTA  
Target Area: AFL Instruction from Pre-K to Professional  
Applicable Languages: All

**Building a Digital Language Portfolio for Advanced LCTL Students**

Advanced language students can use free software to create a comprehensive digital language portfolio. This presentation examines an isiZulu/isiXhosa case study, focusing on how a digital platform allows students to engage with the 5 c’s of language learning. It will discuss how to adapt existing European language portfolio models for students and instructors in African/Less Commonly Taught Languages.

Presenter(s): Jennifer Erem (Boston University)  
Sponsor: ALTA  
Target Area: LCTL Curriculum and Material Development  
Applicable Languages: All
**Session 7  4:00pm - 5:30pm**

### Venue: Tulip

**Chair: Hannah Essien - Princeton University**

**Developing a Bilingual Thematic Dictionary: an innovative way to maximize teaching and enhance African language learning**

Bilingual Thematic Dictionaries constitute an essential part of foreign language learning. They contain a diverse repertoire of semantically based vocabulary which aligns words to their relevant themes. The significance and need for creating and incorporating this type of dictionary into the African language curriculum to enhance diversity cannot be over-emphasized.

Presenter(s): Hannah Essien (Princeton University)
Sponsor: ALTA
Target Area: AFL Curriculum and Material Development
Applicable Languages: All

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**Lexical gaps in Swahili dictionaries**

In my paper I will investigate the case of lexical gaps in bilingual dictionaries of Swahili. The so-called lexical gaps occur in all languages in situations where no word for a given concept is available. The dictionaries need to find strategies how to deal with cases when a translation equivalent cannot be identified easily.

Presenter(s): Beata Wójtowicz (University of Warsaw)
Sponsor: ALTA
Target Area: African Heritage Language, Immersion or Bilingual Education
Applicable Languages: All

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**BILINGUALISM: Effects on family language policy**

The most commonly practiced Family Language Policy could be rearing children bilingually among parents who make explicit language decisions for their children (Fogle et. al 2008). What happens when there are two or more languages spoken in the family? What affects the choice of which language to be used in place of the other in the family?

Presenter(s): Milkatu Garba (Syracuse University)
Sponsor: ALTA
Target Area: African Heritage Language, Immersion or Bilingual Education
Applicable Languages: All

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### Venue: Dogwood

**Chair: Chuan Lin - Georgia State University**

**Embracing Diversity and Inclusion through LCTL Education: An Integration of Language and Content in Curriculum Development Using the Multiliteracies approach**

Language teaching has been done in isolation of its literature and culture which practically makes learners acquire the target language without being fully immersed in the socio-cultural context of the learning process. This paper intends to propose a language pedagogy which encourages language instructors to design an all-inclusive curriculum for less commonly taught languages using the multiliteracies approach.

Presenter(s): Tawakalitu Lasisi, Mokaya Edwina (all Yale University)
Sponsor: NCOLCTL
Target Area: LCTL Curriculum and Material Development
Applicable Languages: All

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**Implementing Standards in the design of a Wolof online course: implications for practitioners**

The present study seeks to demonstrate how the world readiness standards of learning languages were applied to develop two Elementary Wolof online courses designed for and adult non-heritage learners in college. The study provides pedagogical implications for the Wolof online course design and instruction for non-heritage language learners.

Presenter(s): Brenda Wawire, Ibrahima Ba (both University of Kansas)
Sponsor: NCOLCTL
Target Area: LCTL Learners in Foreign Language, Heritage Language, or Immersion Settings
Applicable Languages: All

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**Understanding Chinese learners’ motivation in U.S. college settings**

This study further tests Dörnyei’s (2005, 2009) L2 Motivational Self System in the context of learning Mandarin in the U.S. college classrooms. The results showed ideal L2 self and L2 learning experience of the L2 Motivational Self System motivated learners to put more effort into learning Mandarin. However, the ought-to L2 self could not be seen as a strong predictor.

Presenter(s): Chuan Lin (Georgia State University)
Sponsor: NCOLCTL
Target Area: LCTL Learners in Foreign Language, Heritage Language, or Immersion Settings
Applicable Languages: All
**Session 7  4:00pm - 5:30pm**

**Venue:** Pecan  
**Chair:** Zeinekhan Kuzekova (Nazarbayev University)  

**Colloquium**  
*Thematic Lexical Minimum as a Tool for Teaching Lexicon in the Language Learning*

In this talk we will offer a three-stage classification of Kazakh words for different level. Thematic group classification was developed according to the generally accepted traditions of describing ideographical vocabulary. The lexical minimums include information, reference, guiding, and teaching functions. This dictionary structure also applies to other languages.

Presenter(s): Zeinekhan Kuzekova (Nazarbayev University)  
Zeinep Zhumatayeva, Nazarbayev University)  
Sarkyt Aliszhan (Nazarbayev University)  
Aidar Balabekov (Nazarbayev University)

Sponsor: NCOLCTL  
Applicable Languages: All

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**Awards Ceremony**  
*7:00pm - 12:00pm*
The 2018 mid-term elections brought the Democratic Party to control in the United States House of Representatives, and in February 2017, the Commission on Language Learning of the American Academy of Arts and Sciences issued its report, “America’s Languages: Investing in Language Learning in the 21st Century.” Subsequently, the Academy established the America’s Languages Working Group, to bring the five recommendations of the Commission to life. Dr. Bill Rivers, Executive Director of JNCL-NCLIS, and America’s language lobbyist, is a member of the Working Group, and will discuss current legislative and societal initiatives to improve the national capacity in LCTLs.

Bill Rivers has more than 25 years’ experience in culture and language for economic development and national security, with publications in second and third language acquisition research, proficiency assessment, program evaluation, and language policy development and advocacy. He is the immediate past and founding Chair of ASTM Technical Committee F43, Language Services and Products and chairs the U.S. Technical Advisory Group to ISO Technical Committee 232, Education and Learning Services. He serves as a member of the America’s Languages Working Group of the American Academy of Arts and Sciences, and is an honorary member of the Association of Language Companies.

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

During his career, Dr. Rivers has also taught Russian (beginning through advanced), language policy, and second language acquisition at the University of Maryland, worked as a freelance interpreter and translator, and conducted field work in Kazakhstan, where he regularly returns to teach at several universities. He received his PhD in Russian from Bryn Mawr College and his MA, BA, and BS (Aerospace Engineering) from the University of Maryland. He speaks Russian and French. He can be reached at wrivers@languagepolicy.org
Daily Program

Session 8  10:15am - 11:45am

Venue: Piedmont I
Chair: An Chung Cheng - Toledo University

Professional development for teachers of diverse backgrounds: A STARTALK experience

This session features three studies about teacher transformation in a STARTALK summer professional development program for community-based Chinese heritage schools with quantitative and qualitative approaches. Participants will learn about “Designing a project-based PD activity for teacher transformation”, “Transitioning from new concept to teaching practice among teachers of Chinese heritage schools,” and “Using Rasch Model to validate teaching effectiveness instrument”.

Presenter(s): An Chung Cheng (University of Toledo)
Qian Wang (University of Toledo)
Shujuan Wang (University of Toledo)

Sponsor: NCOLCTL
Target Area: Applicable Languages: All

Venue: Tulip
Chair: Itoro Michael - University of Uyo, Nigeria

The development of materials for the teaching of Anaan, Ibibio and Efik tones

Material development include both electronic and texts for the teaching of tones. In the Cross River languages for instance, the teaching of tone is glossed over by the teachers because there are no texts to guide the teachers. This research therefore proposed the development of handbook materials for effective teaching of Anaan Ibibio and Efik tones in schools.

Presenter(s): Itoro Michael (University of Uyo)
Unyime Anietie Michael (University of Uyo)
Nsese Umoh (University of Uyo)
Ima-akan Etido Affah (University of Uyo)

Sponsor: ALTA
Target Area: LCTL Instruction from Pre-K to Professional Level Applicable Languages: All

Venue: Dogwood
Chair: Brian Ó Conchubhair - University of Notre Dame

Tracking Proficiency Progress in Less Commonly Taught Languages: A Longitudinal Study at the University of Notre Dame

Presenters discuss preliminary results of a mixed-methods, longitudinal study on second language acquisition and retention of undergraduate students studying Arabic, Chinese, Japanese, and Korean at the University of Notre Dame. The research objective is to identify the learning support tools that ensure language acquisition. Findings will be used to develop educational models that result in high-level language proficiency.

Presenter(s): Brian Ó Conchubhair (University of Notre Dame),
Maggie Vosters (University of Notre Dame),
Mildred Rivera-Martinez (MRM Language Services)
Noriko Hanabusa, University of Notre Dame
Weihong Ye, University of Notre Dame
Tokozile Mukuruva, University of Notre Dame

Sponsor: NCOLCTL
Target Area: Applicable Languages: All

Venue: Pecan
Chair: Rachel Dwyer - Boston University

Language Projects with a Purpose

This presentation discusses project-based language learning benefits by examining projects undertaken by advanced African Language learners. Language students and their instructors can collaboratively design linguistically-sound materials which can benefit the field of African Language Pedagogy and beyond.

Initiatives include Wikipedia and other digital and print instructional materials of publishable quality.

Presenter(s): Rachel Dwyer, Zoliswa Mali, Beth Restrick, Judith Mmari, Joshua Castillo (all Boston University)

Sponsor: ALTA
Target Area: AFL Learners in Foreign Language, Heritage Language, or Immersion Settings Applicable Languages: All

Sunday April 28, 2019

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Danko Šipka is a professor of Slavic languages and applied linguistics at Arizona State University (ASU), where he teaches Bosnian/Croatian/Serbian, Polish, Slavic linguistics, and cross-cultural communication in the School of International Letters and Cultures (SILC). Šipka is the head of German, Slavic, and Romanian Faculty at ASU SILC and he leads the Language Instruction Standardization Initiative of that school. 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 Düsseldorf. He has also completed research fellowships at Hokkaido University and the Australian National University.
Dr. Šipka served as a senior linguist or consultant to numerous language industry companies, such as McNeil Technologies, Microsoft, Inxight, Comprehensive Language Center, Glyph, TranExp, Avant Assessment, Franklin Electronic Publishers, Microsoft Proofing Unit and others. In these consultancies, he has performed various tasks, from assessment object development, to construction of morphological parsers and analyzers, to named-entity recognition algorithms, to developing spell checkers.

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. Šipka was a Fulbright Scholar at Universities of Illinois and Pittsburgh and a Humboldt Post-doctoral Fellow at Luwig-Maximillians University in Munich and Heirich Heine University in Düsseldorf. 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. Šipka is currently president-elect of the National Federation of Modern Language Teachers Associations. He also chairs special interest group for less commonly taught languages at the American Council on the Teaching of Foreign Languages. He is a regular reviewer for the Department of Education and the American Council on Education. He also regularly reviews book, paper, and conference presentation submissions for various organizations.


He is married, his wife Lily is a pharmacist, with two children and one grandchild. In his free time he likes to travel and run (he has finished nine full marathons).
Heather Offerman: I am extremely grateful to receive this award from the NFMLTA for my dissertation endeavors. It is wonderful to receive the support of others in the language learning community. I plan to utilize the funds to finish my dissertation within the next year, which focuses on the development of curriculum and the teaching of Spanish pronunciation. As this is an essential part of the language learning process, and I thank all those on the selection committee for also valuing this type of work.

Hyojin Jeong: I am a PhD candidate in Second Language Acquisition at the University of Maryland, College Park. My research focuses on L2 vocabulary learning, L2 processing, and individual differences. I am very excited and honored to receive the NFMLTA Dissertation Support Award, and I would like to thank NFMLTA and NCOLCTL for their recognition and generous support. My dissertation investigates the effects of multiword- recognition training on the development of automaticity in collocation-recognition processing. I am very grateful for the support and assistance this grant will provide during the phase of data collection and analysis of my dissertation project.
Hicham el Majdi - Edgewood College - Madison: I am very pleased on the receipt of the NFMLTA-NCOLCTL Research Award. This award will be very helpful to me to carry on my research on Arabic language. Thus, I feel very thankful for selecting me as one of the awardees and I am looking forward to attend the 2019 Annual NCOLCTL Conference this year in Atlanta, GA to receive the award in person. I am looking forward to be in the conference ceremony to receive my award on April 27, 2019. Meanwhile, attached is a picture of me as requested?

Margherita Berti herita Berti is a PhD student in Second Language Acquisition and Teaching (SLAT) at the University of Arizona. Her research focuses on the intersection of intercultural competence, educational technology, open education, and curriculum and L2 content development. Her dissertation examines the use of openly-licensed virtual reality environments in undergraduate Italian language courses to foster intercultural awareness. Margherita has over three years of experience in language teaching at the university level in Italian, Spanish and ESL. She currently work as the Assistant Managing Editor for the Issues and Trends in Educational Technology (ITET) journal, as the Social Media Coordinator for the International Association for Language Learning Technology (IALLT), as the Graduate Student Representative for the American Council on the Teaching of Foreign Languages (ACTFL) Research SIG, and as an English-Italian translator for the EuroAmerican Journal of Applied Linguistics and Languages (E-JournALL).

Will Travers: As a PhD candidate in Georgetown University's Department of Spanish and Portuguese, my research centers around third-language (L3) acquisition and its facilitating factors; in particular, the role of metalinguistic awareness. Although I have taught both French and Spanish, I have also been active in promoting the many language classes Georgetown offers for bilinguals (i.e. Catalan for Speakers of Romance Languages, Persian for Arabic Speakers, etc.), as well as the teaching of Hindi-Urdu. My dissertation reports on a longitudinal investigation of Spanish-English bilinguals learning French, Italian, and Portuguese in the L3 classroom. It is truly an honor to be among the recipients of the NFMLTA/NCOLCTL Graduate Students Research Support Award for 2019, going in large part towards compensation for the participants in my dissertation's pilot study. In addition to both the NFMLTA and the NCOLCTL, I would like to thank my thesis advisor, Dr. Cristina Sanz, as well as the rest of my doctoral committee, Dr. Meg Malone, Dr. Robert DeKeyser, and Dr. Britta Hufeisen, for all their help. It is my sincerest hope that the research made possible by this generous award contributes meaningfully to what is known about the classroom-based acquisition of L3s, with LCTLs like Portuguese, Italian, and Catalan chief among them.
**NFMLTA Research Award Recipients**

**Bruna Sommer Farias**: Bruna investigates the development of genre knowledge of multilingual learners through fostering metacognitive genre awareness in Portuguese writing classes. Her dissertation research contributes to less commonly taught languages (LCTLS) by providing a framework for instructors to incorporate genre-based lessons in their classes while using students' multilingual literacies as resources. Bruna's study also enhances the number of research-informed pedagogical and professional development materials available, with special attention but not limited to Portuguese. Bruna is a PhD Candidate in the Interdisciplinary Program of Second Language Acquisition and Teaching at the University of Arizona, Tucson, AZ

**Shuhuan Wang**: I am a Ph.D. candidate in Educational Research and Measurement at the University of Toledo. I am so excited and grateful to receive the NFMLTA-NCOLCTL Research Support Award. I would like to thank NFMLTA-NCOLCTL for giving me this award to support me to work on my research about validating the Chinese heritage teaching effectiveness instrument. With this generous support from the NFMLTA-NCOLCTL Research Support grant, I am able to purchase all the essential software and materials needed to validate the instrument. The results of the analyses will shed light on the validity of the instruments used in measuring teaching effectiveness of second language teachers. Thank you, NFMLTA and NCOLCTL very much for making my research possible.

**Yingling Bao**: It is my true honor to receive the NFMLTA-NCOLCTL Graduate Students Research Award. This is a great recognition on my work on literacy development in the advanced Chinese classrooms. I still remember I first attended the NCOLCTL conference a couple years ago, I was inspired by many exciting research on less commonly taught languages (LCTLS). With peers dedicated to promote LCTLS, I felt a sense of belonging in this ever-growing community. As a researcher and language teacher, I believe language learning is a liberating experience, transforming us into open-minded beings, and making our society more diverse and inclusive. I hope we can work together to make a greater impact on the larger community.
Zhongkui Ju: I am deeply appreciative of the Research Support Grant in support of my dissertation research project—Elementary Mandarin immersion students learning alphabetic Pinyin and using Pinyin to learn Chinese characters. This grant recognizes graduate students’ contributions to research on the teaching and learning of less commonly taught languages. I am proud to be one of the 2019 Research Support Grant award recipients. I am looking forward to attending 2019 NCOLCTL Annual conference in Atlanta and sharing my research findings in the near future.

Qian Wang (Fiona): is a Ph. D. candidate in Curriculum and Instruction at the University of Toledo. She holds a Master’s degree in TESOL and Bilingual Education from the University of Findlay. Qian specializes in second language education, curriculum development, and teacher education. Her extensive research focuses on second language teacher education curriculum development, where Qian strives to improve the design and practice of teacher education curricula. Qian is extremely grateful that the NMFLTA Research Award makes my research possible, and she is looking forward to contributing to the advancement of curriculum development.
NFMLTA Travel Award Recipients

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<td>Ibrahim Odugbemi</td>
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American Association of Teachers of Japanese
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Embracing Diversity and Inclusion Through LCTL Education

23rd Annual ALTA Conference

April 26-28, 2019
(April 25 Pre-Conference Workshops)

Holiday Inn & Suites Atlanta Airport-North
1380 Virginia Avenue
Atlanta, GA 30344
T 404.305.9990
F 404.305.9915

www.altaonweb.org
secretariat@altaonweb.org