Program Overview

Wednesday, April 15, 2020
* 1:00pm – 2:00pm * Pre-Conference Meeting with Hotel Staff
* 3:00pm - 6:00pm * ALTA Executive Board Meeting

Thursday, April 16, 2020
* 9:00am – 1:00pm NCOLCTL Executive Board Meeting
11:00am – 6:00pm Registration
2:00pm - 6:00pm Exhibition Setup
9:00am – 4:00pm Pre-Conference Workshop
* 5:00 pm - 6:00 pm **** Pre-Conference Reception for all conference attendees
* 6:00pm - 11:00pm ALTA Delegate Assembly

Friday, April 17, 2020
8:00am - 5:00pm Registration
8:00am - 5:00pm Exhibition Hours
8:15am - 9:45am Colloquia 1 & 2/ Parallel Session 1
9:45am - 9:55am BREAK
10:00am - 11:45am OPENING GENERAL SESSION (PLENARY SESSION 1)
12:00pm - 1:00pm Lunch On Your Own
**12:00 pm – 1:00pm AFRICAN LANGUAGE COORDINATORS/DIRECTORS’ MEETING
1:15pm - 2:45pm Parallel Session 2
3:00pm - 4:00pm PLENARY SESSION 2
4:15pm – 5:45pm Colloquia 3 / Parallel Session 3
6:00pm – 7:00pm ALTA General Meeting
* 6:30pm - 11:00pm NCOLCTL Delegate Assembly Meeting
* 7:15pm - 11:00pm Parallel Session 4 (Panel & Business Meetings)

Saturday, April 18, 2020
8:00am - 5:00pm Registration
8:00am - 5:00pm Exhibition Hours
8:00am - 9:30am Colloquium 4 / Parallel sessions 5
9:45am - 11:00am PLENARY SESSION 3

* Events not open to general registrants. All other events are open to registered participants.
Program Overview (cont’d)

11:15am - 12:45pm  Colloquium 5 / Parallel Session 6
12:45pm - 1:30pm  Lunch and Exhibition
1:30pm - 3:00pm  Colloquium 6 / Parallel Session 7
3:15pm - 4:15pm  PLENARY SESSION 4
4:30pm – 6:00pm  Colloquium 7 / Parallel Session 8
7:00pm - 12:00am  Awards Ceremony

**Sunday, April 19, 2020**

9:00am - 10:00am  PLENARY SESSION 5
10:15am - 11:45am  Colloquium 8 Parallel Session 9
*12:00pm - 2:00pm  NCOLCTL Executive Board Meeting

* Events not open to general registrants. All other events are open to registered participants.

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Conference Office  |  Location: Illinois Boardroom

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

Chair: Zoli Mali - ALTA President

Location: The Willows Restaurant
Pre-Conference Program and Workshop

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

Exhibition Setup 2:00pm - 6:00pm  Location: Lobby

**NCOLCTL Executive Board Meeting**  9:00am - 1:00pm

Chair: An Chung Cheng - NCOLCTL President

**Location: Congress Ballroom A**

**Pre-Conference Workshop**  9:00am - 4:00pm

Chair: Karl F. Otto Jr

**Location: Chicago Ballroom A**
Pre-Conference Workshop

Venue: Chicago Ballroom A  Chair: Karl F. Otto Jr  9am — 4pm

Workshop: OPI Familiarization

Learning about proficiency changed my teaching dramatically! Shortly before being trained, I had given a “chapter test” including an essay on “Freedom” in a second year language class, a topic on which the students were barely able to write anything. About three weeks after the training, I gave another chapter test including an essay on “Your Living Situation,” about which, to my relief, students were able to write fairly well. Why? Well, the training had taught me to differentiate between concrete and abstract topics and to realize that just because students knew a particular word did not mean they could write about the concept involved!

The major reason I enjoy doing workshops on proficiency is the “A-ha Moment,” when participants begin to realize what proficiency is really about. My hope is always that the teachers involved then transfer that concept, somehow, into their teaching – from first year on through graduation, no matter the level. Of course, I enjoy meeting and working with all the workshop participants from around the world, mainly because I also continue to learn from them. So, for me, the workshops are never “one-way” situations, but rather “two-way” and in most cases “multiple-way” learning experiences.

Karl F. Otto, Jr. is Professor Emeritus of Germanic Languages and Literatures at the University of Pennsylvania (Philadelphia). His undergraduate education was at Aquinas College (Grand Rapids MI), his graduate education at Northwestern University (Evanston IL). After receiving his Ph.D., with a specialty in Seventeenth-Century German Literature, he taught at the University of Illinois (Chicago) before moving to Pennsylvania in the mid 1980s. In addition to teaching language, he taught both culture and literature courses, including Introduction to German Literature, Thomas Mann, seminars on The Picaresque Novel (interdisciplinary) and Andreas Gryphius, as well as humanities courses in English (e.g., Angels in Literature, the Faust Theme in European Literature). Karl has conducted numerous workshops on proficiency – ranging topics from familiarization to oral proficiency assessment, writing proficiency assessment, and implications for instruction – at high schools, colleges, and universities throughout the country. In addition, he has conducted similar workshops for the Peace Corps around the world. He was first certified by ACTFL in German, later added English, and now trains and conducts interviews in both languages, using the ACTFL scale and the ILR scale. He is also involved in rating the WPT, the OPIc, and the AAPPL tests, all in both German and English.

Pre-Conference Reception for all Conference Attendees

Time: 5:00 pm - 6:00 pm
Location: Scoreboard

ALTA Delegate Assembly & Dinner Meeting  6:00pm - 11:00pm

Chair: Zoli Mali - ALTA President
Location: Springfield
### C01 Colloquium

**Topic:** Tracing Proficiency Gains and Losses in Arabic, Chinese, Korean, and Japanese: A Longitudinal Study at the University of Notre Dame

Presenters discuss preliminary results of a mixed-methods, longitudinal study on language acquisition and retention of undergraduate students studying Arabic, Chinese, Japanese, and Korean at the University of Notre Dame. The objective is to identify the learning practices and resources that have the greatest impact on acquisition. Findings will be used to develop innovative educational approaches that result in advanced proficiency.

**Presenter(s):** Maggie Mello, Brian Ó Conchubhair, & Tokozile Mukuruva - University of Notre Dame

**Sponsor(s):** NCOLCTL

**Target Area(s):** All

**Applicable Language(s):** All

**Location:** Chicago Ballroom A

**Chair:** xxxxxx

**Time:** 8:15 am - 9:45 am

### C02 Colloquium

**Topic:** The 15 year story of an African language program

Harvard's African Language Program (ALP) has become a preeminent instructional site with steady growth since its inception in 2003 offering a total of 46 African languages to over 4500. The colloquium's intent is to share information about the ALP addressing NCOLTCL invitational priorities regarding LCTLs – Pedagogy, Curriculum/Material Development, Enrollments, Student/Teacher Development, etc.

**Presenter(s):** John Magane, Taiwo Ehineni & Francis Akutey-Baffoe - Harvard University

**Sponsor(s):** NCOLCTL

**Target Area(s):** Languages across the Curriculum

**Language of Presentation:** English

**Time:** 8:15 am - 9:45 am

### Parallel Session 1A

**Topic:** Approaches to grammar teaching in an intercultural communicative frame: the case of singular/plural forms in Portuguese.

What's the place of grammar in an intercultural communicative pedagogical frame? Do we need to value grammar to teach students how to communicate in the language? How? In this presentation, I bring some insights into the teaching of singular/plural forms in Portuguese. I focus on the meaningful usage of these forms and on the students’ outcomes in their acquisition process.

**Presenter:** Ana Williams - Northwestern University

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

**Language of Presentation:** English

**Applicable Language(s):** All

**Time:** 8:15 am - 9:45 am

### Parallel Session 1B

**Topic:** Engaging Learners in and Outside of the Classroom with Examples from Arabic and KiSwahili

In this presentation, we will discuss different strategies and activities that language instructors can use in and outside the classroom. These strategies will increase learners’ motivation in order to improve their language and culture skills. We will provide examples from Arabic and KiSwahili that other instructors can apply in their language programs.

**Presenter(s):** Abiwia S. Omar & Iman Atramadan - Indiana University

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

**Language of Presentation:** English

**Applicable Language(s):** All

**Time:** 8:45 am - 9:10 am

### Parallel Session 1C

**Topic:** The Arabic Alphabet: Understanding challenges facing students and teachers

In this presentation, attendees will learn about the challenges facing Arabic students and instructors in the teaching and learning of the Arabic alphabet and the letter-sound correspondences. Attendees will also learn an innovative technique to teach the Arabic alphabet different from what is introduced in current Arabic textbooks. This technique makes the alphabet easier to teach and to learn.

**Presenter:** Hezi Brosh - United States Naval Academy

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

**Language of Presentation:** English

**Applicable Language(s):** All

**Time:** 9:15 am - 9:40 am
### Parallel Session 1B  8:15am - 9:45am

**Location:** Northbrook Ballroom B  
**Chair:** xxxxxx  

**Advantaged learners and teaching least commonly taught languages: A case of East Asian languages**

Advantaged learners are those who learn a language linguistically similar to their native or second language in grammar, vocabulary, pronunciation, pragmatics, etc. Such learners require different teaching methods similar to heritage learners. The presentation discusses the case of East Asian languages: linguistic similarities, profiles of advantaged students from a survey, introductory East Asian language course, and flipping/blending teaching methods.

**Presenter:** Vance Schaefer - The University of Mississippi  
**Sponsor(s):** NCOLCTL  
**Time:** 8:15am - 8:40am

**Effective Foreign Language Teaching: Evidence from the Benchmarks framework**

The purpose of the present study is to contribute knowledge and build consensus on effective foreign language instruction. We present preliminary findings of a framework called Benchmarks for Teaching Effectiveness for Arabic Language and Culture. The goal of establishing the rubric is to support better methods of reviewing, documenting and evaluating foreign language teaching.

**Presenters:** Brenda Wawire, Ezra Predolac, & Amal El Haimeur - University of Kansas  
**Sponsor(s):** NCOLCTL  
**Time:** 8:45am - 9:10am

**Teaching Linguistic Diversity through Cross-Dialectical Translation in Ancient Greek**

This paper details the experimental use of cross-dialectical translation in the teaching of Ancient Greek to incorporate into the classroom underrepresented voices that are excluded from traditional textbooks due to regional and class based linguistic variations. It also offers an assessment of the this technique in terms of language learning outcomes and changes in enrollment.

**Presenter:** Ryan Platte - Northwestern University  
**Sponsor(s):** NCOLCTL  
**Time:** 9:15am - 9:40am

### Parallel Session 1C  8:50am - 9:45am

**Location:** Senate Ballroom A  
**Chair:** xxxxxx

**STARTALK Program "Preparing Arabic Teachers of Tomorrow"**

This session will introduce a STARTALK teacher program model "Preparing Arabic Teachers of Tomorrow." The program goal is to prepare Arabic teachers to acquire the knowledge and skills needed to complete the certification process. The presentation will include the program instructional design and impact on participants’ professional growth. The Presentation will discuss results from participants evaluation and daily reflections.

**Presenter:** Wafa Hassan - Global Educational Excellence  
**Sponsor(s):** NCOLCTL  
**Time:** 8:15am - 8:40am

**Teacher Development through Developing Individual Development Plans**

This paper presents the design for and the process of inspiring, guiding and assisting 25 FL instructors developing their first annual individual development plans. Challenges encountered in this project and resulting learnings are discussed and a template for implementing such a process in teacher development is shared.

**Presenter:** Zoran Starcevic - Defense Language Institute  
**Sponsor(s):** NCOLCTL  
**Time:** 8:45am - 9:10am

**Teaching Cultural Materials for the Advanced Levels of Language Learners**

At the advanced level of Arabic language learning there are not specified and organized materials that can provide teachers and advanced language learners with different cultural perspectives about people’s history and traditions. There is a need to provide the teachers with methods and tools for teaching culture in Arabic at the advanced level of language learners.

**Presenter:** May George - Smith College  
**Sponsor(s):** NCOLCTL  
**Time:** 9:15am - 9:40am
**Enhancing Foreign Language Learning through Technology: using “Ubongo kids” for Swahili**

This study explores how an interactive educational TV program: “Ubongo kids,” allows Swahili language learners to develop their language skills. More specifically, by watching the “Ubongo kids” program, students learning Swahili in America showed increased vocabulary, read faster and used longer sentences in their conversations than those who learned the language without it. Teaching and research implications are discussed.

**Identity Negotiation in the Swahili Classroom: A Collaborative Autoethnography of Teaching Experiences**

This collaborative autoethnographic study examines the lived experiences of two African women teaching Swahili at a Research 1 university in the United States. Through individual narratives and self-reflection, they reflect on their teaching experiences in culturally disorienting space to show how they navigate the foreign language classroom and how these experiences shape their identities as teachers and as African women.

**Perfecting Oral Proficiency at Beginning Level: A Case Study of One Swahili Classroom**

This paper reports on an ongoing project in a beginning Swahili classroom. In this classroom, the students are required to do at least three digital audio-recordings per week out of class and post them on blackboard. Preliminary results show that these audio-recording tasks are helping students improve their pronunciation, expand their language production, and proficiency.
Opening General Session
10:00am - 10:15am

Location: Lincoln Ballroom ABC
Co-Chairs: An Chung Cheng & Zoliswa Mali
Opening General Session (Plenary Session 1)  10:15am - 11:45am

Venue: Lincoln Ballroom ABC
Chair: Richard Brecht

A Collective Vision for the Next Decade:
More Access to More Languages

A Townhall Meeting

Moderator: Richard Brecht
Audience: Conference Attendees
Respondents: Ann Chung Cheng (Heritage Communities), Danko Sipka (Research), Antonia Folarin-Schleicher (Teacher Development), Leonard Muaka (Materials Development), Bill Rivers (Policy).

Description:
“Languages for All” is an emerging theme for language education in the United States, fueled by almost a decade of conferences and reports culminating in “America’s Languages: Investing in Language education for the 21st Century,” a report of a national commission of the American Academy of Arts and Sciences. Currently, a Working Group of the AAAS is now engaged in an effort to improve the quality and participation in language programs by promoting effective and efficient practices in language education in the United States.

Given remarkable advances in pedagogy, program design and technology, supported by unprecedented research, the end of the next decade will see language learning available to anyone who wants it, thus providing equal access to quality programs anywhere and anytime. However, it falls to the NCOLCTL to ensure that this access is available for any and all of America’s languages, including those of indigenous, heritage and immigrant communities as well as countries and regions whose languages are struggling to enter the mainstream in U.S. language education.

Realizing this ambition will offer challenges that NCOLCTL must be prepared to face, providing, for example:

- Documentation of the most effective and innovative classroom, blended and on-line programs.
- Highlighting the value of small, often overlooked campus-based programs housing under-resourced languages, through a national ‘Programs of Excellence’ initiative for each language field to recognize programs that excel in student performance, teaching and research.
- A publishing house that ensures dissemination of important R&D information sources that large publishers find unprofitable.
- Enhanced faculty development
- More engagement with dual language immersion and Title VI and Flagship initiatives.

These efforts will support, and be supported, by:

- Substantial outreach to indigenous, heritage and immigrant communities representing the cultural diversity of the U.S.
- AI & Learning Technologies companies
- Employers in both the private and public spheres
- National academies in English-dominant countries, which have the greatest need for universal language education.

Bio
Richard Brecht, Harvard University Ph.D. has five decades of leadership in language research and policy in academe, government, heritage communities, private business and NGOs. He has been a founder and leader of more than a dozen national language organizations and projects, including ACTR, ACIE, NFLC, NCOLCTL, CASL, and ARC. Widely published, Brecht has helped convene major public discussions on language in the United States and abroad that have galvanized collaboration across education, industry, government, heritage communities, national academies and foreign partners. Dr. Brecht has testified multiple times in Congress before committees in the House and Senate. Currently, Dr. Brecht is co-founder and chief language officer of Jeenie, Inc., the goal of which is to provide language and culture support globally on-demand. Having authored one of the briefing papers for the AAAS Commission on language education, “America’s Languages”, he is currently Project Director for the America’s Languages Working Group.
Opening General Session cont’d

Lunch: On Your Own
12:00pm - 1:00pm

African Language Coordinator/Directors’ Meeting

Venue: The Willows Restaurant | Time: 12:00pm – 1:00pm
Lunch: On Your Own
Parallel Session 2 1:15pm - 2:45pm

Registration 11:00am - 6:00pm  Location: Lobby
Exhibition Setup 2:00pm - 6:00pm  Location: Lobby

Parallel Session 2A 1:15 pm - 2:45 pm
Location: Chicago Ballroom A  Chair: xxxxxx

Fasihi ya Kiswahili Ughaibuni katika Mitaala ya Ufunzaji na Ujifunzaji wa Kiswahili
Katika ujifunzaji wa lugha ya kigeni wanafunzi huhitaji kupata stadi katika vipengele mbalimbali vya kisiimu. Hata hivyo, ili kufaulu katika swala zima la ujifunzaji wa lugha hasa katika viwango vya juu, vipengele hivi havieze kuudheleya katika ombwe tupa. Kwa hivyo, kwa kutumia fasihi ya Kiswahili ya ughaibuni, tunavipa vipengele hivyo mukadha mahsusi kwa kuizada maswala ya kuutamaduni, kihistoria, kiuchumi, kisiasa, na kijamii.

Presenter(s): Leonard Muaka - Howard University  Sponsor(s): ALTA  Time: 1:15pm - 1:40pm
Target Area(s): AFL Learners in Foreign Language, Heritage Language, or Immersion Settings  Language of Presentation: Swahili

Changamoto na manufaa ya kutafsiri Kiswahili katika miktaadha ya dini.

Presenter: Karia M unlocking - Green Woods Academy, Nairobi  Sponsor: ALTA  Time: 1:45pm - 2:10pm
Target Area(s): AFL Curriculum and Material Development  Language of Presentation: Swahili  Applicable Language(s): Swahili

Fasihi ya watoto katika kuendeleza elimu ya maadili nchini Kenya
Elimu yenye maadili ni kipengele mkuu katika mtaala mpya wa elimu uliozinduliwa mwaka wa 2017 nchini Kenya. Lengo la makala hi ni kubainisha nafasi ya fasihi ya watoto kukuza maadili idadi kila khiwakilika lengo hili kwa kuzingatia mabadiliko mbalimbali vya fasihi ya watoto.

Presenter: Pamela Ngugi - Kenyatta University  Sponsor: ALTA  Time: 2:15pm - 2:40pm
Target Area(s): AFL Curriculum and Material Development  Language of Presentation: Swahili  Applicable Language(s): Swahili

Daily Program
Parallel Session 2C 1:15 pm - 2:45 pm

Location: Northbrook Ballroom A  Chair: xxxxxx

Accounting for Sociolinguistic Variation in LCTL Material Development

The present paper uses the example of the development of introductory and intermediate Bosnian/Croatian/Serbian textbook to point to the issues of representing three main ethnic variants of this language in learning outcomes, assessment objects, and class activities that are incorporated in the book. The issues discussed here are also pertinent to LCTLs with territorial, diglossic, and other forms of variation.

**Presenter:** Danko Sipka - Arizona State University  **Sponsor:** NCOLCTL  **Time:** 1:15pm - 1:40pm

**Target Area(s):** LCTL Curriculum & Material Development  **Language of Presentation:** English  **Applicable Language(s):** All

Collaboration and open resources: The future of LCTL

Collaboration and open resources are a means to address the continual problems LCTLs face: low enrollments, limited support for instructors, and a lack of teaching materials. National LCTL collaboration has increased through courseshares and national grants. This session will review some current shared resources and introduce LCTL DOOR (Downloadable Open Online Resources).

**Presenter:** Danielle Steider & Rajiv Ranjan - Michigan State University  **Sponsor(s):** NCOLCTL  **Time:** 1:45pm - 2:10pm

**Target Area(s):** LCTL Curriculum & Material Development  **Language of Presentation:** English  **Applicable Language(s):** All

Infusing Paralinguistic Elements in Foreign Language Curriculum

This paper is an attempt to explore what feasible ways and means we can devise to incorporate paralinguistic elements in our syllabi so that learning gets more grounded in the native settings and reflect to help express the part of every-day lives.

**Presenter:** Bairam Khan - University of Michigan & Premlata Vaishnava - University of North Carolina, Chapel Hill  **Sponsor(s):** NCOLCTL  **Time:** 2:15pm - 2:40pm

**Target Area(s):** LCTL Curriculum & Material Development  **Language of Presentation:** English  **Applicable Language(s):** All

Parallel Session 2D 1:15 pm - 2:45 pm

Location: Northbrook Ballroom B  Chair: xxxxxx

Mbinu za Ufundishaji na Ujifunzaji wa Kiswahili kwa Kutumia Kompyuta

Makala haya yanahakiki athari za maendeleo ya kidigitali kwa ufundishaji wa lugha na fasihi ya Kiswahili kwa kujikita katika mbinu za ufundishaji. Baadhi ya watalamu hurejelea dhana hii kama Ufundishaji na Ujifunzaji wa Lugha Unaosaidiwa na Kompyuta, lakini kwa kujikita katika lugha za nchi za Magharibi na Mashariki huku lugha za Kiafrika zikupuuzwa.

**Presenter:** Mark Kandagor - MOI University, Kenya  **Sponsor:** ALTA  **Time:** 1:15pm - 1:40pm

**Target Area(s):** AFL Teacher Training and Development  **Language of Presentation:** Swahili  **Applicable Language(s):** Swahili

Vitenzi vya vihusishi na ufundishaji wa Kiswahili kama lugha ya pili


**Presenter:** Mohamed Mwamzandi - University of North Carolina at Chapel Hill  **Sponsor:** ALTA  **Time:** 1:45pm - 2:10pm

**Target Area(s):** AFL Curriculum and Material Development  **Language of Presentation:** Swahili  **Applicable Language(s):** Swahili

Tangamano la Irabu katika Kiswahili

Katika utafiti huu tunataka kujua sababu zinazofunzi kudhibiti irabu zile zinazotumika wa vitenzi. Katika Kiswahili si kita irabu huruhuswa kutumia katika mnyumbulikio wa vitenzi. Kuna irabu cha che cha tu ndizo huruhuswa kutumia, je ni sababu zipezi tutumia kuzidhibiti irabu hizo, kwanini irabu zote tano za Kiswahili zisitumika bila kudhibitiwa.

**Presenter:** Richard Nyamahanga - Indiana University, Bloomington  **Sponsor:** ALTA  **Time:** 2:15pm - 2:40pm

**Target Area(s):** Languages across the Curriculum  **Language of Presentation:** Swahili  **Applicable Language(s):** Swahili
### Parallel Session 2

#### Parallel Session 2E

**Location:** Senate Ballroom A  
**Chair:** xxxxxx

**The interconnection between language and culture in the Foreign Language Teaching-Learning Framework: Promoting learners’ Language and Culture while Teaching Foreign Languages**

This research on FL teaching emphasizes the learner. It describes pedagogical practices in the L2 classroom. It explains how both the learner's language and culture can be inputs for an effective L2 instruction. The paper shows the importance of the learner's back ground in L2 acquisition. It aims to supplement the target culture approach for a successful L2 instruction.

**Presenter:** Ndrao Faye - UNC at Chapel Hill  
**Sponsor:** ALTA  
**Time:** 1:15pm - 1:40pm  
**Applicable Language(s):** All

**How will they talk? : Exploring the strategies to encourage students' participation in language classroom**

One major challenge in foreign-language teaching is getting robust classroom participation. Students can either strategically or unwillingly withdraw from participation. We analyzed a questionnaire survey from 40 foreign-language learners at Indiana University and discovered that factors responsible for lack of classroom participation range from personality-traits to class-setting. We highlight the factors in detail and provide strategies to encourage students’ participation.

**Presenter(s):** Matthew Ajibade & Baraka Mbise - Indiana University Bloomington  
**Sponsor(s):** ALTA  
**Time:** 1:45pm - 2:10pm

**Target Area(s):** AFL Learners in Foreign Language, Heritage Language, or Immersion Settings  
**Language of Presentation:** English

**Distinguishing Effective African Language Pedagogy: Perspectives of FL Learners**

The growth of African language pedagogy as a field has compelled increased research and development of methodologies for achieving and measuring successful African language instruction. An additional and useful source of information on describing effective African language pedagogy will be the opinions of the diverse parties involved in the language pedagogy process including the pedagogues and the learners.

**Presenter:** Akinloye Ojo - University of Georgia  
**Sponsor(s):** ALTA  
**Time:** 2:15pm - 2:40pm

**Target Area(s):** AFL Learners in Foreign Language, Heritage Language, or Immersion Settings  
**Language of Presentation:** English

**Applicable Language(s):** All

### Parallel Session 2F

#### Parallel Session 2F

**Location:** Senate Ballroom B  
**Chair:** xxxxxx

**Community of Practice: An Exploration of Chinese Teacher Identity Formation in the US**

This study investigated the identity (re-)formation process of fifteen Chinese teachers, who are part-time teachers working at a K-12 heritage Chinese language school in the US. The researcher used Wenger's concepts of community of practice (1998) as the theoretical framework and narrative inquiry (Clandinin, 2013) as the methodology to study the complexity of their identity formation processes.

**Presenter:** Nuoyi Yang - University of Wisconsin, Madison  
**Sponsor:** NCOLCTL  
**Time:** 1:15pm - 1:40pm

**Target Area(s):** LCTL Instruction from Pre-K to Professional Level  
**Language of Presentation:** English  
**Applicable Language(s):** All

**Proficiency of Chinese Heritage Learners and Seal of Biliteracy**

Due to language exposure and uses at home and other social factors, heritage language learners (HLL) are diverse in their language proficiency. HLLs bear unbalanced abilities in listening, speaking, reading and writing skills. Based on standard-based proficiency assessments, this data-driven study demonstrates the range of language proficiency levels in four skills of Chinese HLLs and opportunities for Seals of Biliteracy.

**Presenter:** An Chung - University of Toledo  
**Sponsor:** NCOLCTL  
**Time:** 1:45pm - 2:10pm

**Target Area(s):** LCTL Instruction from Pre-K to Professional Level  
**Language of Presentation:** English  
**Applicable Language(s):** All

**Using Authentic Material in Portal Design for Learnercentered classroom**

Using Web portal as Internet tool can help in preparation content-based instruction. The presenter will demonstrate the results of action research which was conducted with the hypothesis: if we would use the authentic Web portal, which contains authentic material centralized by one major topic (Theme), we would be able to create student-centered classroom instruction based on student interaction and independence.

**Presenter:** Irene Jossan - UDLIFLC, Presidio of Monterey, CA Monterey  
**Sponsor:** NCOLCTL  
**Time:** 2:15pm - 2:40pm

**Target Area(s):** LCTL Instruction from Pre-K to Professional Level  
**Language of Presentation:** English  
**Applicable Language(s):** All
Plenary Session 2  
3:00pm - 4:00pm

Venue: Lincoln Ballroom ABC  
Chair: XXXXXX

**Topic: Vision of Strategic Coordination for the Future of LCTLs**

In response to budgetary cutbacks at all education levels, changes in demographics, decline in student numbers studying language, and the rapid growth of educational technology, many institutes of higher education have begun to establish inter-institutional, collaborative partnerships as a means to increase access, reduce costs, and improve performance in language learning. If conference attendees have not yet experienced this, there is a strong possibility that their institution may consider sharing instruction across institutions. The Big Ten Less Commonly Taught Languages (LCTL) Partnership at Michigan State University (funded by the Andrew W. Mellon Foundation) has a core focus of improving LCTL instruction and making LCTL instruction more sustainable, which requires substantial inter-institutional collaboration. Together with other stakeholders, the LCTL Partnership aims to establish the type of strategic coordination necessary to make sustainable LCTL instruction a reality.

In this plenary talk, we will focus on the lessons learned during the first cycle of the LCTL Partnership (2016-2019). We will use its actions and initiatives (such as coordinated course development, professional development training, promotion of online instruction, and the annual Shared LCTL Symposium) at the level of LCTL instructors and administrative leadership to illustrate the development of a coherent and systematic approach to support and advance LCTL instruction across institutions. Next, we will turn to the future and present our vision of strategic coordination and collaboration for the field of LCTL education, parts of which we hope to realize during the second cycle of the LCTL Partnership (2019-2023). As the language crisis widens and deepens in higher education, we believe that the future of LCTL education can only be safeguarded through a strong commitment by stakeholders at all levels to collaborate and coordinate their LCTL offerings in a strategic and sustainable way.

Emily Heidrich Uebel (Ph.D., University of Wisconsin-Madison) is an Academic Specialist at the Center for Language Teaching Advancement at Michigan State University. She serves as the project manager for the LCTL Partnership, an Andrew W. Mellon Foundation grant project focused on improving instruction in less commonly taught languages. Her work on topics including language proficiency and technology has been published in several journals and edited volumes. Her research interests include proficiency in foreign languages, educational technology and online instruction, curriculum design, and education abroad topics.

Koen Van Gorp (Ph.D. in Linguistics, KU Leuven, Belgium) is Head of Foreign Language Assessment at the Center for Language Teaching Advancement, and Affiliated Faculty in the MA TESOL and Second Language Studies Ph.D. program at Michigan State University. He is also a Research Fellow at the Centre for Language and Education, KU Leuven, Belgium. Van Gorp serves as the Curriculum and Assessment Director of the LCTL Partnership, an Andrew W. Mellon Foundation grant project focused on improving instruction in less commonly taught languages. Van Gorp has published extensively in Dutch and English on second/foreign language pedagogy and curriculum design, task-based language teaching and assessment, multilingualism and language awareness. He is Co-Editor of TASK Journal on Task-Based Language Teaching and Learning, and Treasurer of the International Association for Task-Based Language Teaching (IATBLT).

Luca Giapponi (M.A. in Applied Linguistics, Iowa State University) is the Technology Director for the Andrew W. Mellon Foundation-funded LCTL Partnership at the Center for Language Teaching Advancement, as well as the Educational Technology Coordinator at the English Language Center at Michigan State University, where he leads the development of online courses and programs and teaches academic English courses for non-native speakers. He is a doctoral student in the Instructional Systems Technology program at Indiana University, and he is interested in investigating issues of online faculty development and quality in online instruction.
### Daily Program

**Colloquia 3, Parallel Session 3  4:15pm – 5:45pm**

#### C03 Colloquium  4:15pm – 5:45pm

**Location:** Chicago Ballroom A  
**Chair:** xxxxxxx

**Inclusive Pedagogy: The LCTL vision for the next decade**

This decade has seen a major shift in legal and social realities with reference to gender identification and the concept of marriage. Our languages however, still remain gendered. Using Hindi as an example, we explore implications of these shifts in social/legal realities, their impact on language pedagogy, and discuss ways to effectively engage with the same in LCTL classrooms.

**Presenter(s):** Gautami Shah - University of Texas at Austin & Seema Khurana - Yale University  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** All  
**Applicable Language(s):** All

#### Parallel Session 3A  4:15pm – 5:45pm

**Location:** Northbrook Ballroom A  
**Chair:** xxxxxxx

**Joint attention on character-writing in a Chinese as a foreign language peer writing task**

By taking a conversational analytic approach, this study reveals how the joint focus of attention is established in the process of collaboratively searching for the correct characters when L2 Chinese learners engage in a peer writing task. Three dyads’ data were examined to show how learners use various semiotic resources to solve character-writing trouble emerging from the writing task.

**Presenter:** Mengying Zhai - Hawaii University  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Pedagogy  
**Language of Presentation:** English  
**Applicable Language(s):** All

**The impact of using the Communicative Approach of Teaching English to elementary school teachers in Rwanda: a case of Kabwende and Nyabitsinde Primary Schools, in Musanze, Rwanda**

The main purpose of this study was to evaluate the impact of the communicative approach to teaching language. This was a case of Rwandan teachers of English in three schools of Kinigi sector of Musanze, Rwanda. I used questionnaires and interview questions. I used both quantitative and qualitative analysis methods. The paper delivers the findings and recommendations.

**Presenter:** Betty Dlamini - Indiana University  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Pedagogy  
**Language of Presentation:** English  
**Applicable Language(s):** All

**Making the Class Musical: Incorporating Songs in Language Classes**

Language teachers are experimenting new ways to make learning and teaching more engaging and fun. What could be better than making the class musical? Songs are a handy and quick tool to get familiarized with both traditional and new trends in language set and use by native speakers. This paper outlines multiple ways of using songs in language classes.

**Presenter(s):** Premlata Vaishnava & Pinderjeet Gill - University of North Carolina Chapel Hill & University of Michigan Ann Arbor  
**Time:** 5:15pm - 5:40pm  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Pedagogy  
**Language of Presentation:** English
Parallel Session 3B

**Location:** Chicago Ballroom B

**Chair:** xxxxxx

**Mchango Wa Viogozi Wa Kisiasa Katika Kukuza Na Kuendeleza Kiswahili Nchini Tanzania**


**Presenter:** Mussa Hans - University of Dar es Salaam

**Target Area(s):** AFL Languages across the Curriculum

**Language of Presentation:** Swahili

**Sponsor:** ALTA

**Time:** 4:15pm - 4:40pm

**Applicable Language(s):** Swahili

**Mtaala Wa Elimu Na Lugha Za KiaAfrika Katika Kuhifadhi Utamaduni**

Makala hii inajadili umuhimu wa lugha za Kiafrika kimawasiliano na kitamaduni na haja ya kuzihifadhi kupitia mipango ya kuziingiza kwenye mi-taala ya elimu. Tutatumia Kiswahili kama mfano na kuonesha jinsi ushirikiano baina ya wataalamu wa lugha ughaibuni na nyumbani unasewa kuleta mafanikio makubwa ya lugha hizi kisera na kimatumzi.

**Presenter:** Mary Zacharia Charwi - Dar es Salaam University College of Education

**Target Area(s):** AFL Curriculum and Material Development

**Language of Presentation:** Swahili

**Sponsor:** ALTA

**Time:** 4:45pm - 5:10pm

**Applicable Language(s):** Swahili

**Nafasi ya U5 katika Ufundishaji na Ujifunzaji wa Utamaduni katika Darasa la Kiswahili kama Lugha ya Kigeni**

Utamaduni ni lengo la pili kati ya malengo matano ya Mradi wa Vipimo vya Kujifunza Lugha za Kigeni ya U5. Uelewa wa utamaduni wa wazungumzaji wa lugha lengo wa muhimu katika darasa la lugha. Makala hii itajadili jinsi malengo ya U5 yanavyoweza kuzingatiwa katika ufundishaji na ujifunzaji wa utamaduni katika darasa la Kiswahili kama lugha ya kigeni.

**Presenter:** Beatrice Nguono Okelo - Baylor University

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

**Language of Presentation:** Swahili

**Sponsor:** ALTA

**Time:** 5:15pm - 5:40pm

**Applicable Language(s):** Swahili
Parallel Session 3C 4:15pm – 5:45pm
Location: Northbrook Ballroom B  Chair: xxxxx

**The Pragmatics of Teaching Hindi and Urdu as Foreign Languages in One Classroom at New York University**

The confluence, collision, and divergence of Hindi and Urdu in an American foreign language classroom not only enriches the teaching-learning experiences but also give parturition to the intercultural and pedagogical challenges of teaching two foreign languages in one classroom. A study exploring the pragmatics of these challenges can provide new insights to develop a robust result-oriented curriculum and teacher development program.

**Presenter:** Sarfaraz Farooque - New York University  
**Target Area(s):** LCTL Curriculum and Material Development
**Sponsor(s):** NCOLCTL  
**Time:** 4:15pm - 4:40pm

**Designing an End-of-Sequence Proficiency Exam: Principles, Materials, and Challenges**

This paper outlines the principles of test design and development we used, the individual tasks and materials we designed, and the challenges we encountered while designing a proficiency exam in Turkish. We expect the outcomes of this project to directly impact the design and development of Turkish Proficiency tests and curricula.

**Presenter(s):** Banu Ozer-Griffin—Cornell University, Oya Topcuoglu - Northwestern University  
**Target Area(s):** LCTL Curriculum and Material Development
**Time:** 4:45pm - 5:10pm

**Enhancing Critical Thinking in CFL Advanced Classes**

Critical thinking is crucial in developing effective language learning at advanced level. Based on the instructional experience in an advanced college Chinese class, this presentation describes the rationale and strategies used to enhance student’s critical thinking ability both in and after class and exams the effectiveness of the strategies.

**Presenter:** Chengxu Yin - University of Notre Dame  
**Target Area(s):** LCTL Curriculum and Material Development
**Sponsor(s):** NCOLCTL  
**Time:** 5:15pm - 5:40pm

Parallel Session 3D 4:15pm – 5:45pm
Location: Senate Ballroom A  Chair: xxxxx

**Exploring the role of the Directed Motivational Currents on the Persian Heritage language learner’s proficiency**

The five components of DMCs were present in the curricula and learning plans of the STARTALK 2014 and 2015 summer programs; however, none of the participants in the program thoroughly experienced the five components of the DMC; the participants relied on their extrinsic and intrinsic motivation, integrative and instrumental orientations, and positive progress feedback to pursue learning Persian.

**Presenter:** Soheil Mansouri - Webster University  
**Target Area(s):** LCTL Learners in Foreign Language, Heritage Language, or Immersion Settings
**Sponsor(s):** NCOLCTL  
**Time:** 4:15pm - 4:40pm

**Integrating mini-immersion to enrich 5Cs at advanced language courses: A case of Hindi and Chinese**

Informed by experiential learning and the 5 Cs of world readiness standard, this presentation will showcase and demonstrate how mini-immersions integrate 5Cs and are used as a complementary approach to traditional classroom teaching in advanced level courses at our programs. The presenters will share mini-immersion of Hindi and Chinese languages along with a short video of others.

**Presenter(s):** Anand Dwivedi - Lauder Institute, Xinyi Wu - University of Pennsylvania  
**Target Area(s):** LCTL Learners in Foreign Language, Heritage Language, or Immersion Settings
**Sponsor(s):** NCOLCTL  
**Time:** 4:45pm - 5:10pm

**A Perspective on the Enrollment and Learning of Yoruba as a Second or Foreign Language**

Despite the increase in the teaching and learning of Yoruba language around the world, it still remains one of the less commonly taught languages, and has fewer enrollments compared to other foreign languages in the US. This paper therefore examines the major factors responsible for this low turnout of interest in the learning of Yoruba language.

**Presenter:** Eyitayo Akomolafe - Southern Illinois University  
**Target Area(s):** LCTL Learners in Foreign Language, Heritage Language, or Immersion Settings
**Sponsor(s):** NCOLCTL  
**Time:** 5:15pm - 5:40pm

**Location:** Senate Ballroom A  
**Presenter:** xxxxx  
**Sponsor(s):** NCOLCTL  
**Time:** 4:15pm - 4:40pm  
**Applicable Language(s):** All
Parallel Session 3 cont’d  4:15pm – 5:45pm

**Parallel Session 3E**  4:15pm – 5:45pm

**Location:** Senate Ballroom B

**Chair:** xxxxxx

**Autotomizing LCTL Classrooms through LinguaFolio Online**

Digital tools that empower LCTL learners to take charge of their learning process by setting their own goals and monitoring the progress towards their realization might be effective in attracting and retaining them in our LCTL classrooms. This paper explores the potential of LinguaFolio, an E-portfolio that enables students to provide evidence of what they can do in TL.

**Presenter:** Peter Mwangi - Northwestern University

**Target Area(s):** Autonomous Learning and Self-instructional settings

**Sponsor(s):** NCOLCTL

**Time:** 4:15pm - 4:40pm

**Language of Presentation:** English

**Applicable Language(s):** All

**Key factors in successful language learning**

This presentation explores elements crucial for foreign language learning in a very challenging intense learning environment. The presenters discuss core ingredients for success, as well as research-based strategies designed to elicit, deepen, and sustain adult learner behaviors, along with practical examples and guidelines for instructional planning.

**Presenter(s):** Hyunsoo Hur & Saliha Muric - Defense Language Institute

**Target Area(s):** Autonomous Learning and Self-instructional settings

**Sponsor(s):** NCOLCTL

**Time:** 4:45pm - 5:10pm

**Language of Presentation:** English

**Applicable Language(s):** All

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**Parallel Session 3F**  4:15pm – 5:45pm

**Location:** Congress Ballroom B

**Chair:** xxxxxx

**A guide for foreign language teachers Professional Development: Case study of the Arabic Program at Ohio University**

This paper offers a professional development model for foreign language teachers. The author highlighted ten components in this model as he used them himself, and introduced some of this to the teaching assistants in his program. The results of implementing this model will be discussed.

**Presenter:** Mohamed Amira - Ohio University

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

**Sponsor(s):** NCOLCTL

**Time:** 4:15pm - 4:40pm

**Language of Presentation:** English

**Applicable Language(s):** All

**Stateless languages in the US: Challenges and Solutions**

This presentation discusses specific challenges that teaching and learning stateless languages are facing in the U.S. By using intersectionality as our theoretical frame, we argue that some stateless languages, suffer from the same obstacles in the U.S. as in their home countries. The presentation recommends measures to overcome these challenges, which could be used by Kurdish and other double minority languages.

**Presenters:** Haidar Khezri - University of Central Florida, Nawzad Hawrami - Salahadeen Center of Nashville - TN

**Sponsor(s):** NCOLCTL

**Time:** 4:45pm - 5:10pm

**Target Area(s):** Languages across the Curriculum

**Language of Presentation:** English

**Integration of CALL in African Language Classrooms in the US**

This study examines the integration of technology in the African language classrooms. The study explores the kinds of technologies that African language instructors integrate in performing their daily instructional activities and the challenges they face in technology-based language instruction. Also, the study investigates the perceptions of the African language learners on their teachers’ use of technology in instruction.

**Presenter:** Filipo Lubua - University of Pittsburgh

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

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

**Time:** 5:15pm - 5:40pm

**Language of Presentation:** English

**Applicable Language(s):** All
Daily Program

ALTA General Meeting
Venue: Chicago Ballroom A  Time: 6:00 pm – 7:00pm

NCOLCTL Delegate Assembly Meeting
Venue: Chicago Ballroom B  Time: 6:30 pm – 11:00pm
Daily Program

Swahili Business Meetings 7:15pm - 11:00pm

Location: Congress Ballroom A
Parallel Session 4 (Language Specific & Business Meetings)

Yoruba 7:15pm – 11:00pm

Parallel Session 4e  Yoruba Language Specific

Location: NorthBrook Ballroom A

Chair: xxxxxx

Lilo “BBC News Yorubah” Fún Èkó Kikò Yorubah ní Amèrikà.


Presenter: Victor Alabi - Indiana University
Target Area(s): AFL Innovations and Technology
Sponsor(s): ALTA
Language of Presentation: Yoruba
Applicable Language(s): All

Ágbéyèwò Ìlò Imò Èrò fùn kikò Èdè Yorubah ní ònà tòmúnàdòkó

Ìrìṣirìṣi iwádílò lò ti wàyé nípa ìwòò ònà ìlò imò èrò fùn kikò èdè. Àmò, ti inà o bà tàn làsò, èjè kìì tàn lèèèkànnà, ní òrò wíwá imò èrò tò yànnàntìn fùn ìgbèláruge èkò èdè Yorubah. Nítòrì nàà, bèbà yìí yòò ðì ágbéyèwò ìlò imò èrò kàn ti ò lè ran kikò èdè Yorubah lòwò.

Presenter: Taiwo Ehineni - Harvard University
Target Area(s): AFL Innovations and Technology
Sponsor(s): ALTA
Language of Presentation: Yoruba
Applicable Language(s): All

Bí Iná Kò Bá Láwò: Ágbéyèwò ìpò ti èdè Yorubah wà ní ìwòò Fáṣíti Amerika

Bí omodè bà subú à wó iwájú, tì ágbà bà subú a wó èyín wò. Ìbèè ni ìpò ti èdè Yorubah wà báyìí ní ìwòò Fáṣíti lòrlíèèdè Amerika nípa pé kílààsì Yorubah è jìrò fùn ìwòò akèkòò. Bèbà yìì ìsì ágbéyèwò òhùn tò fa sàbàbì Òrò òtì ònà ti inà èdè Yorubah yòò gbà látí jò gòkè odò .

Presenter: Gabriel Ayoola - University of Georgia
Target Area(s): Interculturality and Literacy
Sponsor(s): ALTA
Language of Presentation: Yoruba
Applicable Language(s): All
Daily Program

Parallel Session 4 (Language Specific & Business Meetings)

Zulu 7:15pm – 11:00pm

Location: NorthBrook Ballroom B  Chair: xxxxxx

Ukufundiswa kolimi lwesiZulu (izigaba zamabizo) ngokusebenzisa izilwane zaseNingizimu Afrika nezaseMelika

Abafundili baseMelika abehlukwa ukufundana ulimi hlesiZulu babhekana nezingqinamaba eziningi ezifaka phakathi ukufundana amaklasi olimi olusha nje kanye nendabakazi yokuthi amabizo olimini hlesiZulu akasebenzi njengakwezinye izilimi, ikakhulu isiNgisizikolimi olumfako nekungumela isikhathi samphe abafundi basebenzise izabizwana lezwe ezikheleni ezinengi ezizibatho. Indabenhulu ibakhono laphe sekurnelo abafundi basebenzise izabizwana nezifuni ezikheleni ezinengi ezizibatho. Ngolimi hlesiNgisizikolimi olusha nje kanye nendabakazi yokuthi amabizo olimini hlesiZulu akasebenzi njengakwezinye izilimi, iitokhomba izinto zonkana; u-he omelela izibizwana zabantu besifazane. Indabenhulu yikho ukuthi olimi hlesiZulu amabizi abhekana wezicandla izicandla izabizwana.

Presenter: Betty Dlamini - Indiana University  Sponsor(s): ALTA
Target Area(s): AFL Pedagogy  Language of Presentation: Zulu  Applicable Language(s): Zulu

Ubunzima bokufundisa amaklasi amancane kakhulu emfundweni ephezulu

Abezemfundo bavume ukubeka ubuhle bokufundisa amaklasi amancane obufana lesebenzisa esengeziweyo utisha abalaso emfundini ngamunye ngamunye kanye lesebenzisa eseeni sokwenza lokufundisa khona ngokwakho ngoba isikhathi sokuqoqa abafundi sisincane kulanxa hebaneng. Lo umsebenzi wona uhlose ukuqoza kakhulu ebunjizwa bokufundisa amaklasi amancane kakhulu ezindimi zezintu emfundweni ephezulu kwelaseMelika lakanza lethula ukuqoza kakhulu.

Presenter: Galen Sibanda Irungu - Michigan State University  Sponsor(s): ALTA
Target Area(s): AFL Pedagogy  Language of Presentation: Swahili  Applicable Language(s): Zulu
**Daily Program**

### Colloquium 4 & Parallel Session 5  
**8:00am - 9:30am**

**Registration**  
11:00am - 6:00pm  
Location: Lobby

**Exhibition Setup**  
2:00pm - 6:00pm  
Location: Lobby

**C04 Colloquium**  
8:00am - 9:30am  
Chair: xxxxxxxx

**Meza Mduara ya CHAUKIDU kwenye Kongamano la ALTA 2020**


**Presenter(s):**

**Sponsor(s):** ALTA  
**Target Area(s):** Swahili  
**Applicable Language(s):** Swahili

**Parallel Session 5A**  
**8:00am - 9:30am**

**The Effects and Students’ Perception of Vocabulary Learning in KFL Class**

This empirical study investigated the effects and students’ perception of three types of vocabulary learning in a KFL class. The presentation will share which method was: 1) effective for retaining vocabulary in short term memory and 2) effective for retaining vocabulary in long term memory. It will also discuss students’ perceptions of vocabulary learning methods.

**Presenter:** Myounghee Cho - University of Rochester  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Pedagogy  
**Language of Presentation:** English  
**Applicable Language(s):** All

**Teaching Strategies for Heritage Language Learners**

Heritage Language Learners (HLLs) have needs that distinguish them from non-heritage language learners, which is why proper instruction and use of teaching strategies is crucial to ensure that their needs are met appropriately. This talk presents various effective teaching strategies for HLLs to ensure that their prior knowledge can act as a catalyst to help them reach their full potential.

**Presenter:** Patricia Sabarwal - University of Kansas  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Pedagogy  
**Language of Presentation:** English  
**Applicable Language(s):** All

**Attitudes, Motivation, and Second Language Learning**

Second language learning demands hard work, diligence, persistence, enthusiasm, and knowledge of best practices used in the L2 learning process. Multiple variables directly and indirectly influence one’s second language learning journey. This presentation will focus on the importance of attitudes and motivation, and motivation being the highest variable in L2. 9

**Presenter(s):** Patras Bukhari & Madhumita Mehrotra - DLIFLC-Monterey, CA  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCT Pedagogy  
**Language of Presentation:** English  
**Applicable Language(s):** All
### Parallel Session 5B  8:00am - 9:30am

**Location:** Northbrook Ballroom B  
**Chair:** xxxxxx

**The Development of a Swahili Curriculum Using a Vocabulary-Based Approach: The Experience of Swahili Section at the Foreign Service Institute**

This paper shares the experience of designing a new Swahili Curriculum at the Foreign Service Institute (FSI) using a vocabulary-based approach and the “four strands” components in foreign language learning (Paul Nation:2013). It also shows steps taken to ensure that the developed material was progressively appropriate in vocabulary level and the special language and cultural training needs of student users.

**Presenters:** Elias J. Magembe, & Laura J. Fyfe - Foreign Service Institute (FSI)  
**Sponsor(s):** NCOLCTL  
**Time:** 8:00am - 8:25am

**Target Area(s):** AFL Curriculum and Material Development  
**Language of Presentation:** English  
**Applicable Language(s):** All

**The Promotion of Reading and Writing Competences in Kiswahili in Primary Schools in Kenya: Gains and Challenges**

Ngugi (2009) shows that the introduction of Free Primary Education came with the provision of money to primary schools to purchase supplementary reading materials. This aimed at promoting the reading and writing competencies among children in Kenya. This paper discusses the gains attained, challenges faced in achieving this goal and make recommendation in view of the Competence Based Curriculum.

**Presenter:** Pamela Ngugi - Keyatta University  
**Sponsor(s):** ALTA  
**Time:** 8:30am - 8:55am

**Target Area(s):** AFL Curriculum and Material Development  
**Language of Presentation:** English  
**Applicable Language(s):** All

### Parallel Session 5C  8:00am - 9:30am

**Location:** Senate Ballroom A  
**Chair:** xxxxxx

**College-level Placement Tests for Heritage Language Learners: Past, Present and Future**

This paper provides a qualitative synthesis of studies on college-level placement tests for heritage language (HL) learners from 1980s until the present. A total of 41 studies were collected for review and analysis. This paper unpacks different aspects of HL placement test design and implementation and points out what can be done to further develop the tests in eight aspects.

**Presenter:** Jingjing Ji - Northwestern University  
**Sponsor(s):** NCOLCTL  
**Time:** 9:00am - 9:25am

**Target Area(s):** LCTL Curriculum and Material Development  
**Language of Presentation:** English  
**Applicable Language(s):** All

**Home-Made Pedagogy: Using Technology to Teach Heritage Children Yoruba Language in the US**

The linguistic communities in Africa and the diaspora are changing rapidly. In multiple researches, second language acquisition experts provide theoretical and critical explanations for the shift in language use in African communities, and the diaspora (see Junko and Sanuth, 2018). Daily, the linguistic ecology in many African communities expands to accommodate the neoliberal innovations that our global civilization produces, which diffuses from the center to the margin.

**Presenter:** Olusegun Soetan - Pennsylvania State University  
**Sponsor(s):** ALTA  
**Time:** 9:30am - 8:55am

**Target Area(s):** AFL Innovations and Technology  
**Language of Presentation:** English  
**Applicable Language(s):** All

**Keeping Teenagers Engaged with a History / Experimental Archeology Class**

Most heritage language schools know the challenge of keeping older children engaged. In order to retain teenagers, the Chicago Estonian School is introducing a combined history/experimental archeology class. History is viewed by interesting events and overall trends, instead of a strict timeline. The experimental archeology part explores the making of stone-age implements with the tools available at the time.

**Presenter:** Bernhard Adams - Chicago Estonian School  
**Sponsor(s):** NCOLCTL  
**Time:** 9:00am - 9:25am

**Target Area(s):** LCTL Heritage Language, Immersion or Bilingual Education  
**Language of Presentation:** English  
**Applicable Language(s):** All
**Daily Program**

**Parallel Session 5D 8:00am - 9:30am**

**Location: Senate Ballroom B**

**Chair: xxxxxx**

**Project Based Teaching: A Wikipedia Page Project**

This article presents a project developed in “Introduction to Portuguese for Spanish Speakers”. In this course, students worked to build a Wikipedia page dedicated to a Brazilian indigenous organization or activist. The project had several steps that brought a dynamic approach to learning in which students actively explored real-world problems gaining deeper knowledge on the language and topic.

**Presenter:** Luis Goncalves - Princeton University  
**Target Area(s):** Innovation and Technology  
**Sponsor(s):** ALTA/NCOLCTL  
**Time:** 8:00am - 8:25am

**Project Based Teaching: A Wikipedia Page Project**

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**The Impact of a Web-Based Leveled Reading Program on Arabic Language Learners' Reading Experiences**

This study investigated the reading experiences of Arabic language learners introduced to the ALDAAD Web-based leveled reading program compared to those who followed the mainstream Arabic reading curriculum. It focused on ACTFL’s number one research priority area: integration of language, culture, and content. The findings present a significant difference in the reading experiences among these two groups of students.

**Presenter:** Anukriti Agarwal - Yale University  
**Target Area(s):** Innovation and Technology  
**Sponsor(s):** ALTA/NCOLCTL  
**Time:** 8:30am - 8:55am

**The Impact of a Web-Based Leveled Reading Program on Arabic Language Learners’ Reading Experiences**

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**Target Area(s):** Innovation and Technology  
**Language of Presentation:** English  
**Applicable Language(s):** All
Daily Program

Plenary Session 3

9:45am - 11:00am

Venue: Lincoln Ballroom ABC  
Chair: XXXXX

Topic: Place of grammar in learning and teaching LCTLs

The talk, that draws from the expertise of language professionals of such structurally different languages as Arabic, Hindi-Urdu, Russian, Swahili and Yoruba, aims to further the discussion about approaches to the teaching of LCTLs and training of the LCTL teachers. Speakers will discuss the benefits of principles of form-focused instruction for teacher trainees and language learners.

Gabriela Nik. Ilieva, Clinical Professor, Director of the South Asian Language Programs, Department of Middle Eastern and Islamic Studies, New York University. She teaches advanced Hindi language courses, as well as Ancient Indian Literature and Modern South Asian Literature courses. Gabriela works and has published in the field of heritage language education and teacher training, as well as gender analysis in Sanskrit literature and translation. She is the recipient of the Hindi Sevi Samman Award from the Indian President, the Golden Dozen Teaching Award, New York University and the Program Excellence Award by University Continuing Education Association (UCEA) Mid-Atlantic Region.

Irina Dubinina is associate professor and the director of the Russian language program at Brandeis University. She teaches Russian at all levels, including introductory and advanced courses for heritage speakers, and is the recipient of the Bryn Mawr College Doris Carland Prize for Excellence in Teaching and the Brandeis University Louis Dembitz Brandeis Prize for Excellence in Teaching. Her research interests focus on heritage linguistics and heritage pedagogy. She is the coauthor of a textbook for heritage learners of the 2.5 generation, Родная Речь (Georgetown UP, 2019).

Olesya Kisselev is an assistant professor in the Department of Bicultural-Bilingual Studies, College of Education and Human Development at The University of Texas at San Antonio. Her primary research interests are a direct result of her experiences as a language educator and focus on the development of Second and Heritage languages and Second language/Heritage language pedagogy. Her contributions to the field include published research on Second and Heritage language development, teacher-training workshops, and pedagogical materials such as the textbook Родная Речь: An Introductory Course for Heritage Learners of Russian.
# Daily Program

## Colloquium 5 & Parallel Session 6  
**11:15am - 12:45pm**

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Registration</td>
<td>11:00am - 6:00pm</td>
<td>Lobby</td>
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<tr>
<td>Exhibition Setup</td>
<td>2:00pm - 6:00pm</td>
<td>Lobby</td>
</tr>
</tbody>
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### C05 Colloquium  
**11:15am - 12:45pm**

**Location:** Chicago Ballroom A  
**Chair:** xxxxxxxx

### Developing African Language Programs Through Collaboration and Technology

In the last decade reductions in state funding have made collaborative strategies an attractive option for institutions. In recent years, such collaboration has been particularly useful in expanding enrollments in African Languages. Panel participants will discuss the role of collaboration and use of technology as a way of sustaining the development of African Language Programs in the US.

**Presenter(s):** Mariame Sy, Zoliswa Mali, & Kiarie Wanjogu - Columbia University, Boston University, & Yale University  
**Sponsor(s):** ALTA  
**Target Area(s):** All  
**Applicable Language(s):** All

### Parallel Session 6A  
**11:15am - 12:45pm**

**Location:** Chicago Ballroom B  
**Chair:** xxxxxxxx

#### Teaching Kiswahili (Swahili Language) and Culture Through Swahili Literature

One of the methods for a student to learn a language and comprehend culture is through reading literature. In this paper I will present an approach where a Kiswahili novel, KABURI BILA MSALABA. P. M. Kareithi, 1969, the novel read in Intermediate Kiswahili class can be used to advance student's all communicative skills and knowledge of culture and history.

**Presenter:** Abdul Nanji - Columbia University  
**Sponsor(s):** ALTA  
**Target Area(s):** AFL Pedagogy  
**Language of Presentation:** English  
**Time:** 11:15am - 11:40am  
**Applicable Language(s):** All

#### Translations in AFL Pedagogy

Heritage or FL students learning ALF, use their first (usually English) language to interpret expressions in AFL. In this study, we examine how translation assignments of words from English to the AFL can be used to show and emphasize the difference in language use. We observe that this strategy helps students to improve on their errors in the AFL.

**Presenter:** Victor Alabi, Amadou Beidy Sow & Matthew Ayobami Ajibade - Indiana University  
**Sponsor(s):** ALTA  
**Target Area(s):** AFL Pedagogy  
**Language of Presentation:** English  
**Time:** 11:45am - 12:10pm  
**Applicable Language(s):** All

#### The Role of Short Video Clips in a Swahili Language Classroom

This paper analyzes how short video clips can be useful in a Swahili class and how it enhances the acquisition of grammar, vocabulary, pronunciation, and understanding of culture. This paper will allow language teachers on the appropriate video clips to use, when to use and how to use them.

**Presenter:** Madina Mahat - University of Georgia  
**Sponsor(s):** ALTA  
**Target Area(s):** AFL Pedagogy  
**Language of Presentation:** English  
**Time:** 12:15pm - 12:40pm  
**Applicable Language(s):** All
### Parallel Session 6B Language Specific (Swahili) 11:15am - 12:15pm

**Location:** Springfield  
**Chair:** xxxxx

**Parallel Session 6B**  
**Language Specific (Swahili)**  
**Time:** 11:15am - 12:15pm

**Kiswahili na Kìngereza nchini Tanzania**


(a) Watoto waliangushwa,  
(b) Watoto waliangushwa,  
(c) Watoto waliangushwa,  
(d) Watoto waliangushwa,  
(e) Watoto waliangushwa mpiira.

**Presenter:** Jonathan Choti - Michigan State University  
**Target Area(s):** AFL Pedagogy  
**Language of Presentation:** Swahili  
**Applicable Language(s):** Swahili  

**Sponsor(s):** ALTA  
**Time:** 11:15am - 11:40am

**Kiswahili na Kiingereza nchini Tanzania**

Kiswahili na Kìngereza ni lugha mbili zinazozua majadala masuala ya elimu. Sera za elimu na lugha zimeegmea katika mifumo wa ukoloni na hivyo kulala utaka ufaniwa wa elimu nchini. Pamoja na Kiswahili kwa Kiingereza nchini na za Afrika kwa kasi, bado suala la Kiswahili la Elimu ni tete.

**Presenter:** Beatrice Mkenda - University of Iowa  
**Target Area(s):** Interculturality and Literacy  
**Language of Presentation:** Swahili  
**Applicable Language(s):** Swahili  

**Sponsor(s):** ALTA  
**Time:** 11:45am - 12:10pm

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### Parallel Session 6C 11:15am - 12:45pm

**Location:** Congress Ballroom A  
**Chair:** xxxxx

**Parallel Session 6C**  
**Time:** 11:15am - 12:45pm

#### The workbook in African Language learning- The case of Swahili

Discussion about workbooks are rare and far between. This paper will explore the issues surrounding work books for African language learning. It will look at the history of workbooks in African language teaching and will introduce and argue for dynamic workbooks in the beginning and intermediate levels.

**Presenter:** Judith Mmari - Boston University  
**Target Area(s):** AFL Curriculum & Material Development  
**Language of Presentation:** English  
**Applicable Language(s):** All  

**Sponsor(s):** ALTA  
**Time:** 11:15am - 11:40am

#### Reading between the Lines

Collaboration and open resources are a means to address the continual problems LCTLs face: low enrollments, limited support for instructors, and a lack of teaching materials. National LCTL collaboration has increased through courseshares and national grants. This session will review some current shared resources and introduce LCTL DOOR (Downloadable Open Online Resources).

**Presenter:** Patrick Bukhari - DLIFLC-Monterey, CA  
**Target Area(s):** LCTL Curriculum & Material Development  
**Language of Presentation:** English  
**Applicable Language(s):** All  

**Sponsor(s):** NCOLCTL  
**Time:** 11:45am - 12:10pm

#### Summary Writing to Improve L2 Students’ Reading and Content Learning

Reading and writing are traditionally taught separately in an L2 class. Recent research, however, shows that these two content areas demonstrate a reciprocal relationship and have similar processes of meaning constructions. Relying on this premise, this study discusses how summary writing can be utilized to connect reading and writing to make a positive impact on L2 students’ content learning.

**Presenter:** Michelle Smith - University of California at Los Angeles  
**Target Area(s):** LCTL Pedagogy  
**Language of Presentation:** English  
**Applicable Language(s):** All  

**Sponsor(s):** NCOLCTL  
**Time:** 12:15pm - 12:40pm
**Parallel Session 6D  Language Specific (Swahili)  11:15am - 12:15pm**

<table>
<thead>
<tr>
<th>Location: Congress Ballroom B</th>
<th>Chair: xxxxxxx</th>
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<tr>
<td><strong>Dosari za Kimofolojia zinzazojitokeza kwa Wajifunzaji wa Kiswahili kama lugha ya kigeni katika Jamii ya Warundi</strong></td>
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**Presenter:** Arnold Msigwa - University of Dar es Salaam  **Time:** 11:15am - 11:40am

**Language of Presentation:** Swahili  **Applicable Language(s):** Swahili

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

**Je, Kwa Nini Kiswahili Kifundishwe Marekani?**


**Presenter:** Pete Mhunzi - University of California, Los Angeles  **Time:** 11:45am - 12:10pm

**Target Area(s):** AFL Interculturality and Literacy  **Language of Presentation:** Swahili

**Applicable Language(s):** Swahili

**Sponsor:** ALTA
Colloquium 6 / Parallel Session 7  1:30pm – 3:00pm

Location: Chicago Ballroom A  Chair: Hsuan-Ying Liu

Chinese Learning in the High School and University Settings

With the conference theme, LCTL’s Collective Mission in the Next Decade, we believe that educators should collaborate across intuitions (K-16) in the United States by understanding the students’ (especially the committed students) investment in the high school and university settings in order to better smooth the transition from secondary to post-secondary schools and further increase undergraduate retention and graduation rate.

Presenter(s): Hsuan-Ying Liu, Nathan Foster, Ariel Larson, Amanda Higginbotham  - University of North Dakota  Target Area(s): All
Sponsor(s): NCOLCTL  Applicable Language(s): All  Language of Presentation: English

Parallel Session 7A  1:30pm - 3:00pm

Location: Chicago Ballroom B  Chair: xxxxxx

Preparing materials for Heritage vs. Non-heritage language learners

Heritage language learners are different from non-heritage ones. The selected materials, techniques, and activities used for each class should target their needs and motivations and be based on the level of students’ language skills. This study examines Elementary Level materials and discusses how they are appropriate for either heritage, non-heritage, or both groups. Samples of appropriate materials are presented.

Presenter: Aazamosadat Feizmohammadpour  - University of California  Sponsor(s): NCOLCTL  Target Area(s): LCTL Curriculum and Material Development
Language of Presentation: English  Applicable Language(s): All

Integrating a Language Exchange Project into the Curriculum through Google Drive

One Korean course at Arizona State University and one English course at a university in Korea piloted a language-exchange project to enhance students’ authentic opportunities to use the target languages. Asynchronous and synchronized communications were utilized. Attendees can see how this project is designed to maximize students’ meaningful, personalized, authentic and integrated four skills with minimal effort from teachers.

Presenter: Bomi Oh  - Arizona State University  Sponsor(s): NCOLCTL  Target Area(s): LCTL Curriculum and Material Development
Language of Presentation: English  Applicable Language(s): All

Material Development for Korean Novice High Grammar Skills utilizing Multi-intelligence Resources

In this session, presenters will share the authentic materials which are developed to meet the needs of students’ self-directed learning in online and flipped learning environment. The authentic visual materials were compiled and edited for practicing pattern drillings in a flexible learning environment which could stimulate students’ cultural responsiveness and real-world connections.

Presenter: Shinhye Lee  - American University, Hye Young Shin & Sehyun Yun  - George Mason University  Sponsor(s): NCOLCTL  Target Area(s): LCTL Curriculum and Material Development
Language of Presentation: English  Applicable Language(s): All

Parallel Session 7B  1:30pm - 3:00pm

Location: Northbrook Ballroom A  Chair: xxxxxx

Civic engagement and the learning in foreign languages

As the world becomes more globalized, teachers of foreign languages are making an effort in developing learners who can survive in the global world. This paper will analyze a synthesis of literature on civic engagement, emerging trends and issues, and also present experiences of teaching civic engagement courses in a Swahili class.

Presenter: Anne Jebet  - University of Virginia  Sponsor(s): NCOLCTL  Target Area(s): Interculturality and Literacy
Language of Presentation: English  Applicable Language(s): All
## Daily Program

### Parallel Session 7B Cont’d  1:30pm - 3:00pm

### Understanding Korean Language Teacher’s Beliefs and Practices in Technology Use through Teacher Research Project

This research project addresses how Korean language teachers shape and reshape their beliefs about technology and assess their actual uses of technology in classrooms while participating in a teacher research project. The project focuses on developing individual teachers’ deep understanding on their beliefs about language teaching and the role of technology in today’s classrooms through the use of exploratory practice.

**Presenter:** Jaerin Ahn - University of Wisconsin-Madison  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** Interculturality and Literacy  
**Language of Presentation:** English  
**Applicable Language(s):** All  
**Time:** 2:00pm - 2:25pm

### Language learning and learner identity: A case study of an adult Taiwanese learner of Turkish

This study explores learner identity of a Taiwanese student of Turkish through literacy practices. The researcher frames curricula based on the principles of the Deep Approach that emphasizes student-centered and project-based learning. This research goes beyond the limit of second language acquisition, understanding the relationship between a language learner and this society from the perspectives of post-structuralism.

**Presenter:** Yao-Kai Chi - University of Wisconsin-Madison  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** Interculturality and Literacy  
**Language of Presentation:** English  
**Applicable Language(s):** All  
**Time:** 2:30pm - 2:55pm

### Parallel Session 7C  1:30pm - 3:00pm

#### Location: Northbrook Ballroom B  
#### Chair: xxxxxxx

### Personalizing Foreign Language Students’ Learning with TES Teach!

Teachers use technology to create lessons and activities for students, but not all technology encourages successful reflection and delivery. This presentation introduces TES Teach platform and features that makes it easy to deliver interactive lessons and reflect on them. All participants in this presentation, regardless of the language they teach, will create a digital and creative lesson using TES Teach.

**Presenter:** Iman Elahmadieh - Defense Language Institute  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCT Innovations and Technology  
**Language of Presentation:** English  
**Applicable Language(s):** All  
**Time:** 1:30pm - 1:55pm

### NCSSFL-ACTFL Can-Do Statements: Their Importance and Practical Applications in a Foreign Language Classroom

Having knowledge of the vocabulary, grammar and culture of a language is very important. However, the most important factor in foreign language learning should be, “What can a language learner do with what he/she knows in meaningful communicative contexts?” This article will discuss the importance and practical applications of the NCSSFL-ACTFL Can-Do Statements in a foreign language classroom.

**Presenter:** Beatrice Nguono Okelo - Baylor University  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Pedagogy  
**Language of Presentation:** English  
**Applicable Language(s):** All  
**Time:** 2:00pm - 2:25pm

### Literacy – negotiating social contexts in indigenous languages

The focus of this study is to compare the written culture during the slaved trade with what currently obtains in Nigeria - Nigerian languages. Detailed descriptive survey of the role of social media in popularizing indigenous languages will be utilized to showcase the expansion of the reach and possibility of learning and/or teaching indigenous Nigerian languages and culture beyond classroom.

**Presenter:** Bukunmi Ogunsola - University of Georgia  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** Interculturality and Literacy  
**Language of Presentation:** English  
**Applicable Language(s):** All  
**Time:** 2:30pm - 2:55pm
Parallel Session 7D  Swahili Language Specific  1:30pm - 3:00pm

Location: Senate Ballroom A  Chair: xxxxxx

Kuimarisha Malengo Matano ya Lugha( 5Cs) kwa kutumia Nyimbo kama chombo cha kufundishia Kiswahili kama lugha ya kigeni katika viwango vyote.


Presenter: Samuel Mukoma - Stafford University  Sponsor(s): ALTA  Time: 1:30pm - 1:55pm
Target Area(s): AFL Curriculum and Material Development  Language of Presentation: Swahili  Applicable Language(s): All

Matumizi ya Fasihi Kufundisha Tanzu za Utamaduni Zilizofichika

Lengo moja kubwa la kujifunza lugha za kigeni ni kupata uelewa wa utamaduni. Changamoto kwa walimu ni jinsi ya kufundisha mambo hayo. Kwa kufuata mfano wa mafunzo ya jadi, tunaweza kupata vidokezo vya mbinu za kufundisha. Kwa kutumia mifano ya ngano mbili na pia riwaya moja, makala hii inatalii imani, ushirikiana, mitazamo ya jamii za Waswahili.

Presenter: Deo Ngonyani - Michigan State University  Sponsor(s): ALTA  Time: 2:00pm - 2:25pm
Target Area(s): AFL Pedagogy  Language of Presentation: Swahili  Applicable Language(s): All

Wanyama katika Fasihi ya Kiswahili na Ufundishaji wa Utamaduni kwa Wageni – Mfano: CHURA

Wasilisho hili linadokeza juu ya hatua za asali za uchokonozi kuhusu kiwango cha mchango wa kazi za fasihi – hususan fasihi simu lizi na tungo za muziki - zitumizao wahusika wanyama katika kujifunza kwa kufanikisha kukuza ujuzi wa lugha na utamaduni katika darasa la Kiswahili. CHURA anatumika kama mfano - Bongo Fleva (Chura, Snura), taarab (Chura, Patricia), na ngano (Vyura Waliotaka Mfalme).

Presenter: Charles Bwenge - University of Florida  Sponsor(s): ALTA  Time: 2:30pm - 2:55pm
Target Area(s): AFL Pedagogy  Language of Presentation: Swahili  Applicable Language(s): All

Parallel Session 7E  1:30pm - 3:00pm

Location: Congress Ballroom A  Chair: xxxxxx

Portuguese at a Historically Black University in the 21st Century: Goals, Benefits, Challenges, Accomplishments

My presentation addresses the World Languages and Cultures Departament at WSSU goals, benefits, challenges and accomplishments in the past 5 years. Because ours is a small department in a HBCU there are specific goals and challenges, in particular in terms of student retention but we have been able to cope with some situations by using creative approaches to attracting students.

Presenter: Jeanine Couto - Winston-Salem State University  Sponsor(s): NCOLCTL  Time: 1:30pm - 1:55pm
Target Area(s): Foreign Language Instruction in K-12 setting  Language of Presentation: English  Applicable Language(s): All

Integrating Bongo Flava Music in the Teaching and Learning of Swahili as a Foreign Language

This paper offers a relevant contribution to the teaching of Swahili to foreign language learners by exploring the use of music as a pedagogical tool in teaching and learning. Particularly, the study looks at the use of bongo flava music being one of the most popular genre of music among the Swahili speaking community in East Africa.

Presenters: Purity Wawire & Asmaha Hedd - Ohio University  Sponsor(s): ALTA  Time: 2:00pm - 2:25pm
Target Area(s): Foreign Language Instruction in K-12 setting  Language of Presentation: English  Applicable Language(s): All

Portuguese proficiency examinations: assessment as a self-empowerment tool

The culture of language assessment is connected to fulfill academic or professional requirements. In this presentation, I will discuss the role of the Portuguese proficiency examinations as a motivation factor Portuguese language learners in mixed-classes.

Presenter: Eugenia Fernandes - University of California, Davis  Sponsor(s): NCOLCTL  Time: 2:30pm - 2:55pm
Target Area(s): LCTL Testing and Assessment  Language of Presentation: English  Applicable Language(s): All
Daily Program

Plenary Session 4 3:15pm - 4:15pm

Venue: Lincoln Ballroom ABC  Chair: David Bong

The Evolving Role of LCTL Assessment:
Credits, Credentials, and Jobs

Moderator: David Bong
Audience: Conference Attendees
Respondents:

Description:
New technologies and assessment designs have unleashed a wave of convenient-to-administer and cost-effective LCTL assessments. These assessments are dramatically expanding society’s recognition of the importance of these language skills. In K-12 schools the exciting growth of the State Seal of Biliteracy movement and the expansion of Credit by Exam programs have given new value to language skills. For many students with LCTL language skills these new assessments have given them access to these programs for the first time. In states like Hawaii, the Global Seal of Biliteracy is able to use these assessments to credential LCTL language speakers and expand their value to employers.

Bio
David is CEO and Co-Founder of Avant Assessment. Avant STAMP is the world’s first online, adaptive 4-skill language proficiency assessment. Together with Avant WorldSpeak, Avant has tests in 38 languages used in K-16 programs to improve outcomes, and award competency-based credit and the Seal of Biliteracy. David also founded EARL, a smartphone app enabling the blind to access digital newspapers, magazines, and books through patented technology. Earlier as Managing Director of Kroll Japan, a leading international investigative and security consultancy, he was the only foreign member of a Ministry of International Trade committee establishing International Standards Organization standards for risk management. He is on the Board of the Joint National Committee for Languages and serves as a member of the US delegation to the ISO committee establishing international standards for online language learning and assessment, and educational organizations. David has a BA in the College of Social Studies and Japanese History from Wesleyan University and speaks Japanese.
### Daily Program

**Colloquium 7 & Parallel Session 8**  
**4:30pm - 6:00pm**

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Location</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>C07 Colloquium</td>
<td>4:30pm - 6:00pm</td>
<td>Chicago Ballroom A</td>
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#### Pedagogical Application of appropriate “turn-ending phrases” in Business Chinese

With the increasing need to develop Business Chinese courses, this panel focuses on contrasting the pragmatic strategies while exploring the influence of cultural values upon them. Based on the studies, this panel will explain instructional development step by step and includes imperial studies, material design and a sample lesson plan on “Business trips”.

**Presenter(s):** Iting Choa - Chapman University, WeiHsuan Lo - University of Northern Colorado  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** All  
**Language of Presentation:** English  
**Applicable Language(s):** All

#### Parallel Session 8A

**Location:** Chicago Ballroom B  
**Chair:** xxxxx5x

#### African Languages Coordination: My Entry by Serendipity and Learnt Lessons

The paper explores a language coordinator’s professional journey of running an African languages program and his navigation of the many changes and challenges that have taken place in the field. It provides insights on the approaches that have been utilized to sustain the program and what the future holds.

**Presenter:** Peter Ojiambo - University of Kansas  
**Sponsor(s):** ALTA  
**Target Area(s):** LCTL Leadership and Advocacy  
**Language of Presentation:** English  
**Applicable Language(s):** All

#### Improving Second Language Acquisition by Heritage Learners by Performance Activities

This presentation will describe how age/grade appropriate performance tasks helped improve language acquisition for heritage learners at a three-week STAR-TALK Summer Hindi Program 2019. The performance activities and tasks were developed under the overarching theme, ‘A Virtual Trip to India’, to engage 53 elementary and middle school students learned speaking, reading and writing Hindi.

**Presenter:** Ashok Ojha - Yuva Hindi Sansthan, INC  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Curriculum and Material Development  
**Language of Presentation:** English  
**Applicable Language(s):** All

#### Korean as a Foreign Language (KFL) Instructors’ Cognition on Pragmatics and Pragmatics Instruction

This study investigated KFL educators’ cognition of pragmatics instruction using Borg’s (2006) framework as pragmatics is seen as one of the most important aspects of becoming a fluent speaker of foreign language (Grossi, 2009; Jacon & Kaya, 2006; Kasper, 1997; Thomas, 1983). This served to identify factors that contribute to the instructors’ beliefs and possible areas for future research.

**Presenter:** Jieun Ryu - University of Arizona  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Curriculum and Material Development  
**Language of Presentation:** English  
**Applicable Language(s):** All

#### Parallel Session 8B

**Location:** Northbrook Ballroom A  
**Chair:** xxxxx5x

#### L2 Motivation, Anxiety and Intended Effort among Learners of African Languages in the United States

This study investigated the sources of L2 motivation for learners of African languages in the United States following Dörnyei’s (2005, 2009) L2 Motivational Self System theory and a mixed methods design. 53 L2 learners of eight different African languages participated. Results showed that L2 learning experience and ideal -L2-self were the strongest motivators for these L2 learners.

**Presenter:** Magdalyne Akiding - Michigan State University  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCT Pedagogy  
**Language of Presentation:** English  
**Applicable Language(s):** All
Parallel Session 8B Cont’d  
4:30pm - 6:00pm

The problem of existing survey tools on measuring teaching effectiveness in the foreign language teaching

Self-report measures can be one technique used to evaluate groups of teachers’ perceptions of their behaviors of the instructions when it is not practical to use measures that require individual administration. However, many self-report survey tools may lack its reliability and validity. This study will examine research literature in the foreign language teaching and summarize the existing problems on survey tools.

**Presenter:** Shujuan Wang - The University of Toledo  
**Sponsor:** NCOLCTL  
**Target Area(s):** LCTL Leadership and Advocacy  
**Language of Presentation:** English  
**Time:** 5:00pm - 5:25pm  
**Applicable Language(s):** All

Using Scenario-Based Model for Pedagogy of African Languages

This paper proposes a scenario-based model as a relevant medium for teaching African languages. Hence, first, this paper would discuss what a scenario-based model is and its benefits for African language pedagogy. Second, we would explore how a scenario-based technology application may be used to create characters and real-life scenarios for language teaching.

**Presenter:** Taiwo Ehineni - Harvard University  
**Sponsor:** NCOLCTL  
**Target Area(s):** LCTL Innovations and Technology  
**Language of Presentation:** English  
**Time:** 5:30pm - 5:55pm  
**Applicable Language(s):** All

Parallel Session 8C  
4:30pm - 6:00pm

Make Students' Assessment and Reflection Fun with Socrative!

Assessing learning by using Socrative helps teachers visualize student and whole-class understanding of the subject matter. It facilitates critical thinking, collaboration, and engagement with the learning process. All participants in this presentation, regardless of the language they teach, will experience the key features of Socrative for effective and regular use in class.

**Presenter:** Iman Elahmadieh - Defense Language Institute  
**Sponsor:** NCOLCTL  
**Target Area(s):** LCTL Innovation and Technology  
**Language of Presentation:** English  
**Time:** 4:30pm - 4:55pm  
**Applicable Language(s):** All

Teaching Yoruba in the Age of the Media

Being one of the three dominant languages in Nigeria, Yoruba language has been applauded across the world. However, the advent of the media has brought a technological advancement to the teaching of the language. Therefore, this paper seeks to discuss how media reflects the teaching of Yoruba language.

**Presenter:** Rasaq Gbolahan - University of Kansas  
**Sponsor:** NCOLCTL  
**Target Area(s):** LCTL Innovation and Technology  
**Language of Presentation:** English  
**Time:** 5:00pm - 5:25pm  
**Applicable Language(s):** All

Understanding student needs and fostering creativity and innovation in the teaching of LCTLs: A collective challenge

One of the greatest challenges faced by LCTLs in the US is the decrease in student enrollment. More than ever, instructors have to rely on creativity and innovation to thrive. How can we navigate in such challenging environment? What are students looking for? What are we prepared to offer? How can we meet their expectations?

**Presenter:** Raquel Goebel - University of Illinois at Urbana-Champaign  
**Sponsor:** ALTA  
**Target Area(s):** LCTL Leadership and Advocacy  
**Language of Presentation:** English  
**Time:** 5:30pm - 5:55pm  
**Applicable Language(s):** All

Parallel Session 8D  
4:30pm - 6:00pm

The development of materials on Anaañ, for the teaching of mathematics

Games constitute one of the interesting aspects of oral literature, that have not been developed for formal teaching in the school curriculum in schools. The major aim of this research article is therefore to develop the relevant mathematics ideas in games for the learning of mathematics in Anaañ.

**Presenters:** Itoro Michael & Unyime Anietie Michael - University of Uyo, Institute of Nigerian Languages (NINLAN) Aba, Nigeria  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** Innovation and Technology  
**Language of Presentation:** English  
**Time:** 4:30pm - 4:55pm  
**Applicable Language(s):** All
Parallel Session 8D Cont’d  4:30pm - 6:00pm

Location: xxxXX  
Chair: xxxxx

**Designing Meaningful Homework for Language Learners**

Giving homework is a common practice where we determine students’ ability and comprehension. It is crucial to give students homework that are more meaningful to them. Teachers should not only develop a homework based on the topic, but students’ needs must be highly considered. It is more beneficial to give students tasks that would aid them to improve their skills.

**Presenter(s):** Consuelo Quijano & Joy Bolado - Defense Language Institute Foreign Language Center  
**Sponsor(s):** NCOLCTL  
**Time:** 4:30pm - 4:55pm  
**Language of Presentation:** English  
**Applicable Language(s):** All

**Facilitating The Development of Listening Skills Among Foreign Language Learners**

The paper reports the findings of an empirical study in which 27 Foreign Language Instructors/ Associate Instructors teaching 13 different foreign languages across 16 different universities in the USA participated and reported the effective pre-listening, listening, and post-listening tasks, activities and strategies which they found to be the most powerful in their respective classrooms.

**Presenter:** Dishari Chatteraj - Indiana University  
**Sponsor(s):** NCOLCTL  
**Time:** 5:30pm - 5:55pm  
**Language of Presentation:** Swahili  
**Applicable Language(s):** Swahili

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Parallel Session 8E  Language Specific Swahili  4:30pm - 6:00pm

Location: Senate Ballroom B  
Chair: xxxxx5x

**Siri ya Mtungi: Jinsi ya Kutumia Tamthiliya Kujifunzia Msamiati na Kuibua Mijadala**


**Presenter:** Filipo Lubua - University of Pittsburgh  
**Sponsor(s):** ALTA  
**Time:** 4:30pm - 4:55pm  
**Language of Presentation:** Swahili  
**Applicable Language(s):** Swahili

**Matumizi ya Matirio Asilia: Namna Nilivyokitumia kitabu cha Watoto wa Mamantilie Kufundisha Kiswahili kwa Wanafunzi wa Chuo Kikuu cha Mississippi**


**Presenter:** Neema Loy - University of Mississippi  
**Sponsor(s):** ALTA  
**Time:** 5:00pm - 5:25pm  
**Language of Presentation:** English  
**Applicable Language(s):** English

**Ufundishaji na Ujifunzaji wa Kiswahili kama Lugha ya Kigeni Kupitia Tafsiri: Changamoto na Mapendelezo**

Makala hii inalenga kubaini, kwa kutoa milifu, baadhi ya changamoto zinazotokeza watari wa kutafiri katika ufundishaji na ujifunzaji wa lugha lugha ya Kiswahili kama lugha ya Kigeni. Pia itapendekeza mbinu anuwani zinazoweza kuzungumza waliwa na wanafunzi wanapozikua kutumia tafsiri kwa kujifunza lango la kitabu cha Watoto Wa Mamantilie.

**Presenter:** David Irungu - University of Arkansas  
**Sponsor(s):** ALTA  
**Time:** 5:30pm - 5:55pm  
**Language of Presentation:** Swahili  
**Applicable Language(s):** Swahili
Award Ceremony and Dinner

Venue: Lincoln Ballroom ABC

Time: 7:00 pm
Plenary Session 5

Venue: Lincoln Ballroom ABC

Chair: Dr. Bridget Yaden

9:00am - 10:00am

Topic: Celebrating our Assets through our Diversity: Updates from ACTFL

Language learners – whether native speakers, heritage speakers, or second language learners – bring assets to celebrate. From a national perspective, learn about new challenges facing and resources available to the world language teaching profession. What are some resources and initiatives available for supporting all students to reach higher levels of proficiency? Be inspired by programs and initiatives to reward and celebrate proficiency, such as Competency Based Credits and the Seal of Biliteracy. Learn about ACTFL initiatives that support the study of LCTLs, including new testing packages for a variety of languages, as well as how ACTFL’s strategic plan and convention opportunities celebrate and uplift our collective mission, namely access and opportunities to the study of all languages.

Dr. Bridget Yaden is the 2020 ACTFL president. She is dedicated to issues of access and equity in order to advance the study of all world languages in the U.S. She has worked at Pacific Lutheran University since 1996, serving as a Professor of Hispanic Studies, Director of the Language Resource Center, and former Chair of Languages and Literatures. She teaches Spanish language and linguistics as well as World Language and ELL theories and methods courses. Bridget is proud to have mentored dozens of teachers of less commonly taught languages on their path to full teacher certification in Washington State. Bridget served as the Pacific Northwest Council for Languages (PNCFL) representative on the ACTFL board from 2010-2013 and served as ACTFL Treasurer in 2013 and as Convention Chair in both 2011 and 2012. Since her initial board term ended, she has also served on ACTFL's Finance & Audit and Professional Learning Committees.
### Daily Program

**Colloquium 8 & Parallel Session 9**  
10:15am - 11:45am

#### C8 Colloquium

**Location:** Chicago Ballroom A  
**Chair:** xxxxxxxx

**Klein, aber fein – the Art of Building Chinese and German Language Programs through Extracurricular Activities and Outreach Initiatives**

How to sustain small programs considering the decreasing foreign language enrollment in the United States? This session presents tried-and-true extracurricular activities and outreach initiatives and their importance for student retention and recruitment. Discussions will center on designing and implementing activities and initiatives organized and collaborated in the individual programs, at the departments and colleges, and with the local community.

**Presenter(s):** Hsiang Hua Chang, Anja Wieden, & Hsiang-Hua Melanie Chang - Oakland University  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Leadership and Advocacy  
**Applicable Language(s):** All

#### Parallel Session 9A

**Location:** Chicago Ballroom B  
**Chair:** xxxxxx

**Toward Designing Less Commonly Taught Languages’ Syllabuses for Specific Purpose**

This paper will treat language syllabus as a product of teacher-learner negotiation. This will reveal that, while teachers (can) predict novice language needs, learners at higher levels want to state what should be taught. Drawing from my Fulbright FLTA experience, the study will conclude with the benefits, challenges this has for teachers and students, and would provide possible solutions.

**Presenter:** Olamide Eniola - Michigan State University, East Lansing, MI  
**Time:** 10:15am - 10:40am  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Pedagogy  
**Applicable Language(s):** English

**Writing Children’s Books: Developing Authorship in Elementary Portuguese**

When learning an additional language, authorship is an invitation for creative work and social impact. This paper showcases a project-based assignment students complete in Elementary Portuguese at Framingham State University. We analyze the rationale behind the idea of having students as authors, the learning outcomes and level of involvement, the role of the instructor and the challenges faced.

**Presenter:** Everton Vargas da Costa - Framingham State University  
**Time:** 10:45am - 11:10am  
**Sponsor:** NCOLCTL  
**Target Area(s):** LCTL Pedagogy  
**Language of Presentation:** English  
**Applicable Language(s):** All

**Multilingual standard dialect: A proposed procedure**

Language learning thrives on the idea of teaching the standard dialect. While the idea of “standard” has overtime permeated pedagogical instructions, there is less attention to the relevance of language users’ experience in their sociocultural contexts in constructing the standard dialect. This paper examines the multilingual context of southwestern Nigeria and its impact in developing the Yoruba standard dialect.

**Presenter:** Adeola Agoke - University of Wisconsin Madison  
**Time:** 11:15am - 11:40am  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Pedagogy  
**Language of Presentation:** English  
**Applicable Language(s):** All

#### Parallel Session 9B

**Location:** Northbrook Ballroom A  
**Chair:** xxxxxxxx

**Changamoto za kutumia nyenzo za utamaduni wa lugha-mama katika ufundishaji lugha kwa wageni: Mfano wa dhana ya “Kauli ya Upole - subjunctive” katika muziki wa Kiswahili**

Makala inayadili nyimbo za Kiswahili zenye sarufi ya “Kauli ya Upole” na mikinzano ya kitamaduni kutoka uchewa wa maudhui yake. Kauli za upole ni semi za kawaida katika Kiswahili, kulingana na nyimbo hizi zinaweza kuweza kuweka kwa sarufi hilo kwa urahisi. Lindi umechukua nyimbo huo unawapatikana kuwa ni afya katika muziki vingine vya Kimarekani kiteza maudhui yake.

**Presenter(s):** Mahiri Mwita - Princeton University  
**Time:** 10:15am - 10:40am  
**Sponsor(s):** ALTA  
**Target Area(s):** AFL Pedagogy  
**Language of Presentation:** Swahili  
**Applicable Language(s):** Swahili
Parallel Session 9B Cont’d 10:15am – 11:45am

Matumizi ya Matirio Asilia: Namna Nilivyokitumia kitabu cha Watoto wa Mamantilie Kufundishia Kiswahili kwa Wanafunzi wa Chuo Kikuu cha Mississippi


**Presenter:** Neema Loy - University of Mississippi  
**Target Area(s):** AFL Curriculum and Material Development  
**Language of Presentation:** Swahili  
**Applicable Language(s):** Swahili

ATHARI YA MIHEMUKO KATIKA UJIFUNZAJI WA LUGHA YA KIGENI: KIELEEZO CHA KISWAHILI NCHINI UGANDA NA BURUNDI

Lengo la makala hii ni kuchunguza uhusiano uliopo baina ya mihemuko na ujifunzaji wa Kiswahili katika mazingira ambayo wajifu nza ji hawapati igizo kutoka kwa wanajamii. Utafiti ulifanywa nchini Uganda na Burundi kwa wanafunzi wa shule za sekondari na Chuo Kikuu. Matokeo yanaonesha kwamba waandishi wanapendekeza kwamba walimu wanapaswa kusawiri mazingira rafiki ya kuwawezesha wajifunzaji kufundishia, waandishi wanapendekeza kwamba walimu wanapaswa kusawiri mazingira rafiki ya kuwawezesha wajifunzaji kufundishia, wajifunzaji wanapendekeza kwamba walimu wanapendeka kwa kuiwawezesha mizingira rafiki ya kuwawezesha.

**Presenter:** Sarah Ngesu - South Eastern Kenya University, Boaz Mutungi - Makerere University, Uganda, Chantal Biraronderwa - Lycee de la COMIBU Buyenzi Secondary School  
**Sponsor(s):** ALTA  
**Target Area(s):** AFL Learners in Foreign Language, Heritage Language, or Immersion Settings

**Language of Presentation:** Swahili  
**Applicable Language(s):** Swahili

Parallel Session 9C 10:15am – 11:45am

Can North Korean People Date and Drink Coffee? : A Case Study on Students' Perception on North Korea

Our research question is “How students’ preconceptions of North Korea are transformed during the course and after taking the course?” Data samples are fourteen students for two times of an online survey and three students for two times of an in-depth interview. This case study illustrates how a cross-linguistic and cross-cultural curriculum influences on students’ perceptions.

**Presenter(s):** Young A Jung & Dae Yong Kim - George Mason University  
**Target Area(s):** LCTL Curriculum & Material Development  
**Language of Presentation:** English  
**Applicable Language(s):** All

**Time:** 2:15pm - 2:40pm

Multidimensional Suggestions for Improvements of Korean Heritage Language Education in the U.S. Context.

In this study, we examined the current status of Korean education for heritage learners in institutions such as Korean heritage schools, K-12 public schools and higher education. We also explored the possibility of interconnection and development of the Korean language curriculum as a regular course within other educational institutions.

**Presenter:** Hye Young Shin, Sehyun Yun, & Shinhye Lee - American University, George Mason University, & American University  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Leadership and Advocacy  
**Language of Presentation:** English  
**Time:** 10:45am - 11:00am

Deploying Multimedia Strategy in the Teaching of Yoruba Language in American Classroom

The paper examines the use of movies in teaching the less commonly taught languages in the US. The study, through Sociolinguistics' lense, argues that the use of game applications and other multimedia resources are an effective medium of teaching Yoruba language. The study concludes that students assimilate faster when these tools are incorporated than when they are not.

**Presenter:** Abiodun Sadiq - University of Pennsylvania  
**Target Area(s):** LCTL Pedagogy  
**Language of Presentation:** English  
**Applicable Language(s):** All

**Time:** 11:15am - 11:40am

**Sponsor(s):** NCOLCTL
Daily Program

Parallel Session 9D  10:15am - 11:45am

Location: Senate Ballroom A  Chair: xxxxxx

Intercultural Approach in Managing Less Commonly Taught Language Programs

Because many language teachers may have the interest and skills to succeed in language program administration, the approach taken in this presentation is to introduce this field through the concept of intercultural self-directed development. This presentation focuses on the administration of less commonly taught language programs at the MacMillan Center, Yale University.

 Presenter: Tarana Jafarova - Yale University  Sponsor(s): NCOLCTL  Time: 10:15am - 10:40am
 Target Area(s): Interculturality and Literacy  Language of Presentation: English  Applicable Language(s): All

Intercultural Competence in Foreign Language Education

This study is a qualitative study based on interviews of three non-heritage university students taking Korean language courses in the east coast area of the US. The interviews show what aspects of intercultural competence they have formed through foreign language learning and provide insight on what should be emphasized in foreign language education in the future.

 Presenter: Kyoonghye Park - George Mason University  Sponsor(s): NCOLCTL  Time: 10:45am - 11:10am
 Target Area(s): Interculturality and Literacy  Language of Presentation: English  Applicable Language(s): All

Multilingual Education - Preserving Language and Identity

My paper aims to discuss the benefits of Multilingual Education in a Multilingual society. I will deal with two primary questions, the first discusses the cause of fixation behind a monolingual identity through education and the second will unravel the role of English language in a classroom as a barrier or bridge in propagating and negotiating with other languages.

 Presenter: Anukriti Agarwal - Yale University  Sponsor(s): NCOLCTL  Time: 11:15am - 11:40am
 Target Area(s): Interculturality and Literacy  Language of Presentation: English  Applicable Language(s): All