

NCOLCTL

# “Positioning the LCTLs with Paradigm Shifts in U.S. Education”

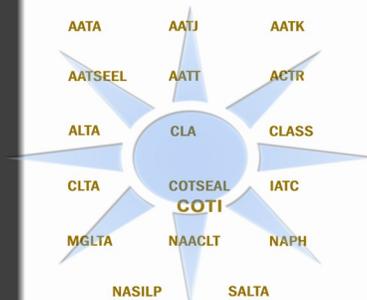
## Conference Program

April 21-24, 2016  
Holiday Inn & Suites Atlanta Airport-North, GA



April 21, Pre-Conference Workshops

2016



“Sharing Solutions for Common Problems  
[www.ncolctl.org](http://www.ncolctl.org)”

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**NFMLTA**

National Federation of Modern Language Teachers Associations

**supporting  
world language  
professionals**

# National Federation of Modern Language Teachers Association

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## Welcome from NCOLCTL President



NCOLCTL has great potential in growth as we face the digital context becoming more normal in our daily lives. These profound changes in the potential of what we can do deserves recognition in our planning – How are we planning to meet the expectations of the digital generation? Are we bold and assertive as we plan our future?

In retrospect it is valuable to see what has changed and where challenges persist since NCOLCTL was founded. As less commonly taught languages, for many of us, we still struggle to have our classes scheduled during times that are attractive to students. We struggle to retain instructors, even very talented instructors, and we are still not paid well and few are offered a permanent academic home.

The good news is that we have been blessed with leadership in NCOLCTL that has attracted attention in government. The Star Talk program has been a great blessing. Successful summer programs have ensured renewed interest in the continued commitment to teaching and scholarship of many of our languages. Great efforts are ongoing to establish standards. We value the good relationship with ACTFL to serve LCTLs. Many of our teachers have been trained to conduct oral proficiency interviews, and through the efforts of NCOLCTL and our Resource Centers, the quality of our instruction has made significant progress, and teachers have been trained in technology.

Personally I have been impressed by, and very grateful for the sense of camaraderie we have in our midst. There is a true sense of mutual support and a collective awareness that if we support each other, we are all stronger. At the NCOLCTL conferences I cherish the values we share to form community with a spirit of inclusivity, caring, and good humor. Thank you to all of you for building faith in the bonds we have despite great cultural diversity. Demonstrations of hate and brutality in the world emphasizes the vital work we do to expand the new generation's exposure and experience with diversity and to develop respect for things that are different. Our deeper mission is to build peace, exemplify tolerance, and expand the community commitment to deeper understanding and to overcome fear so we can live by the values of respect and charity.

The hard economic times of most of the past decade have not been easy on foreign languages, but we have stayed focused and we are stronger. In conclusion I want to focus on two challenges we have to take up technology and K-12.

**Technology:** The ubiquitous nature of internet connectivity, cloud and mobile technologies are changing assumptions. An interesting example outside our field a global network of radiography centers allows hospitals anywhere to submit their digital x-rays at 3 am and to have them read immediately. We have to think beyond our university. With web conference and social media technologies we can bring universities together into one class. We are able to better connect with native speakers. It is time to consider new formats and wider borders for our classes. Open Courseware is a growing trend and it offers great promise to bridge the lack of materials for many of our languages. In this past year my live classes included students from Yale University and USAID in Afghanistan.

**K-12:** As the geopolitical shift happens, the focus will move more towards some of the LCTLs. We have to learn from each other to build successful programs for our languages in the K-12 space. Utah is a good example with their Chinese program in the K-12 space. It is time to challenge the Spanish, French, and German logic in the schools. With 7000 languages spoken in the world, foreign language is a really big idea with wonderful options we have to help usher into the curriculum of the future.

Jacques C du Plessis

President, NCOLCTL

## Welcome from ALTA President



On behalf of the ALTA Board, I extend warm greetings to the attendees of the 2016 20<sup>th</sup> ALTA Conference in Atlanta Georgia. These greetings go to every ALTA member, the delegates, the institutions, the ALTA secretariat and our sponsors. I extend these warm greetings to each ALTA member, our institutional members, members of our increasingly dynamic delegates assembly, dedicated members of staff at the ALTA secretariat who work constantly to support ALTA and the conference, our sponsors who are always here and there for us. You are welcome to our conference, your conference-our collective efforts.

Moving from our historically bold 2015 conference where we positioned African languages as part of the “Languages of America in the 21<sup>st</sup> century” to our current 2016 theme in recognition of the paradigm shifts in American education, it is crucial that we collectively recognize our momentum which ought to incline us to immerse ourselves and African languages into American education, cultural and public lives.

Colleagues, while welcoming you all on behalf of ALTA, I wish to draw your attention to our thematic progression from last year’s “Languages of America in the 21<sup>st</sup> century” to our thematic immersion into American education. This is a major engagement. This is why I urge us not to miss the pedagogical, scholarly, intellectual and cultural meanings and nuances of the theme of this year’s conference. From all the aspects of our field – the field of African Languages-we are called to locate and position African languages as part of the movement of the Less Commonly Taught languages in those paradigm shifts in American public and private education and American cultural life. This big progression calls for a deep introspection on where we are coming from, where we are and where we are headed as a scholarly and professional group. And in historical terms, there is no other place to make that bold conference statement than the state of Georgia in the Southern part of our country. With this year’s conference theme, we are not just saying that we are here as we proclaimed during last conference in the nation’s capital, we are saying today that we are immersed and we want to continue to be immersed in the education and cultural lives of the country.

These professional and historical calls are part of the reasons we must recognize and embrace the growth and maturity of old and new tasks. We all collective have been part of these tasks. I thank you. In 2015, we sustained our traditional language abroad programs- the GPA programs and non traditional -GPA language abroad programs in Kiswahili, Yoruba, Isizulu, and Wolof. Given the difficult challenges of winning these programs and sustaining them, the fact that we have them in different creative forms is a testimony to the growth of our field and the vigorous commitment of our language programs to the field. They put a stamp our professionalism in the teaching of African languages. These language programs remain competitive. If and when their hosting schools change, I call on all of us in the language specific groups to rise up and vigorously support these programs for they are part of our professional DNA! We are stronger when our multiple voices flower in solidarity. At ALTA we recognize the intersection between professional development, growing and sustaining programs in African languages in different schools, and instructors’ capacity building. Towards this goal, ALTA expanded its scope and support for the Masters Teacher Training program. Let us expand and deepen this in the years ahead. I call on ALTA members to apply to this program whenever updates are given to members.

An association such as ours must maintain a symbiotic relationship among all the various units-vertically and horizontally. This vertical and horizontal dynamic relation which has both the Delegate Assembly and the language specific groups at its foundation is inevitable for the viability and vibrancy of our association. The outcome of a few of our tasks shows continuous healthy growth of this structure. Hence, I call on individual ALTA member and the language groups to work vertically and horizontally and very closely with their Delegate Assembly representatives to deepen this structure so as to continue to grow its viability and relevance. Our regional groupings deserve recognition for giving breadth and life to professional developments at the regional levels. Mention must be made of the Southeast African Languages and Literatures forum and the Northeast Regional Consortium of Programs in African languages (NERCPAL). We need more of these groups to strengthen our professional works and cooperation at regional level.

This year we will be able to give our first ALTA Research Award in the field of African language education as foreign language and second language. As announced the award will provide resources to support graduate students at the dissertation data-gathering and writing stages and who are involved in research in the field of second language teaching and/or learning of African languages. This is a novelty I urge us to continue to support, engage and embrace. I conclude this greeting with a vigorous and warm welcome to all of you to Atlanta Georgia. This is your conference, our conference. So? Embrace it, give and learn! Let us deepen our professional immersion in the nation’s education for there lies the longevity and tenure of our field-the field of the teaching and research in African languages. Light up the 2016 conference and let ALTA live on!. It is ours, it is yours!

Adeolu Aderinola Ademoyo.

President, ALTA

# Executive Board

## NCOLCTL executive board



**Jacques du Plessis**  
*President*  
University of Wisconsin - Milwaukee



**Wafa Hassan**  
*Vice President*  
Western Michigan University



**Alwiya S. Omar**  
*Immediate Past President*  
Indiana University



**Susan Schmidt**  
*Secretary / Treasurer*  
University of Colorado



**Anousha Sedighi**  
*Individual Member-At-Large*  
Portland State University



**An Chung Cheng**  
*Individual Member-At-Large*  
University of Toledo



**Gabriel Nik. Ilieva**  
*Member-At-Large*  
New York University



**Antonia Schleicher**  
*Executive Director*  
Indiana University, Bloomington

## ALTA executive board



**Adeolu Ademoyo**  
*President*  
Cornell University



**Leonard Muaka**  
*Vice President*  
Winston Salem State University



**Zoliswa Mali**  
*Secretary / Treasurer*  
Boston University



**John Kiarie Wa`Njogu**  
*Immediate Past President*  
Yale University

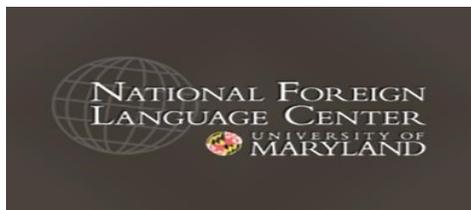


**Antonia Schleicher**  
*Executive Director*  
Indiana University, Bloomington

## Conference Staff & Volunteers

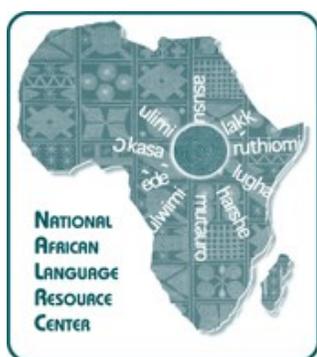
John O Adeika - NALRC, Indiana University  
Nana Amoah - NCOLCTL, Indiana University  
Joseph A Lijofi - NCOLCTL, Indiana University  
Shwethambari Surrendran - NALRC, Indiana University  
Karthik Sreenivas - CLE, Indiana University  
Betty Dlamini - Indiana University  
Susan Kavaya - Indiana University  
Duha Mohammad Shams Ud - Indiana University  
Kadirova Dilnoza - Indiana University  
Alpysbayeva Saulet - Indiana University  
Segun Soetan - Wisconsin University  
Filipo Lubua - Ohio University

## Co-Sponsors



### National Foreign Language Center

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



### National African Language Resource Center

NALRC is a federally funded, nonprofit national foreign language center dedicated to the advancement of African language teaching and learning in the United States.



### American Council on the Teaching of Foreign Languages

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



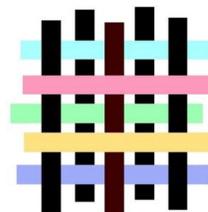
### Center for Language Excellence

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



### National Federation of Modern Language Teachers Association

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



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

# Delegates Assembly

## NCOLCTL

**AATMG:** Eva Prionas

**NASILPCLP:** Benazir Dadayeva

**AOTP:** Luis Goncalves

**ALTA:** Adeolu Ademoyo

**AATP:** Ramin Sarraf

**AATT:** Saadet Ebru Ergul

**HADI:** Mayeen Farooqui

**AISO:** Mlisa Hadley

**CLTA-US:** John Yin

**AATJ:** Susan Schmidt

## NCOLCTL OFFICIALS

**Name : An Chung Cheng**  
CLTA/NCOLCTL Member-At-Large

**Name : David Ellis**  
NCOLCTL Member-At-Large

**Name : Anousha Sedighi**  
NCOLCTL Member-At-Large

**Name : Gabriel Nik. Ilieva**  
NCOLCTL Member-At-Large

**Name : Susan E Schmidt**  
AATJ/NCOLCTL Secretary/Treasurer

**Name : Alwiya Omar**  
NCOLCTL Past President

**Name : Wafa Hassan**  
NCOLCTL Vice President

**Name : Jacques du Plessis**  
NCOLCTL President

**Name : Antonia Schleicher**  
NCOLCTL Executive Director

## ALTA

**Name : Adeoulu Ademoyo**  
ALTA President

**Name : Leonard Muaka**  
ALTA Vice President & President-Elect

**Name : Zoliswa Mali**  
ALTA Secretary-Treasurer

**Name : John Wa`Njogu**  
ALTA Immediate Past President

**Name : Antonia Schleicher**  
ALTA Executive Director

**Name : Mahiri Mwita**  
CHAUKIDU Rep.

**Name : Oluseye Adesola**  
AATY Rep.

**Name : Abdul Nanji**  
Swahili Rep.

**Name : Amadou Beidy Sow**  
Bamana Rep.

**Name : David Adu-Amankwah**  
Akan Rep.

**Name : Segun Soetan**  
Yoruba Rep.

**Name : SODA Mariame Sy**  
Wolof Rep.

**Name : Audrey Mbeje**  
Zulu Rep.

# Program Overview

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

## Wednesday, April 20, 2016

\* 6:00pm - 10:00pm **ALTA Executive Board Meeting**

## Thursday, April 21, 2016

* 8:00am – 1:00pm	<b>NCOLCTL Executive Board Meeting</b>
11:00am – 6:00pm	<b>Registration</b>
2:00pm - 6:00pm	<b>Exhibition Setup</b>
1:00pm - 5:00pm	<b>Pre-Conference Workshop</b>
* 6:00pm - 10:00pm	<b>ALTA Delegate Assembly</b>

## Friday, April 22, 2016

8:00am - 5:00pm	<b>Registration</b>
8:00am - 5:00pm	<b>Exhibition Hours</b>
8:30a.m - 10:00am	<b>Colloquia 1-2 / Parallel Session 1</b>
10:15am - 11:15am	<b>Parallel Sessions 2</b>
11:30am - 12:35pm	<b>Plenary Session 1</b>
12:40am - 1:50pm	<b>Lunch and Exhibition</b>
2:00pm - 3:30pm	<b>Colloquia 3 / Parallel Session 3</b>
3:35pm - 4:00pm	<b>Exhibition / Poster break</b>
4:00pm - 5:05pm	<b>Parallel Session 4</b>
5:15pm - 6:15pm	<b>Plenary Session 2</b>
6:30pm - 10:00pm	<b>NCOLCTL Delegate Assembly Meeting</b>
7:30pm - 10:45pm	<b>Parallel Session 5 (Panel &amp; Business Meetings)</b>

## Saturday, April 23, 2016

8:00am - 5:00pm	<b>Registration</b>
8:00am - 5:00pm	<b>Exhibition Hours</b>
8:15am - 11:15am	<b>Colloquia 4</b>
8:30am - 10:00am	<b>Colloquia 4 / Parallel sessions 6</b>
10:15am - 11:20am	<b>Parallel Sessions 7</b>
11:30am - 12:35pm	<b>Plenary Session 3</b>
12:40am - 1:50pm	<b>Lunch and Exhibition</b>
2:00pm - 3:30pm	<b>Colloquia 6 / Parallel sessions 8</b>
3:45pm - 4:45pm	<b>Parallel Session 9</b>
5:00pm - 6:00pm	<b>Plenary Session 4</b>
7:00pm - 12:00pm	<b>Awards Ceremony</b>

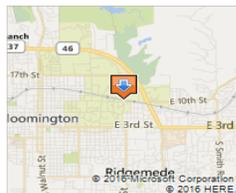
## Sunday, April 24, 2016

9:00am - 10:00am	<b>Plenary 5</b>
10:15am - 11:45am	<b>Parallel Session 10</b>
*12:00pm - 2:00pm	<b>NCOLCTL Executive Board Meeting</b>



**WHERE**

**Indiana University - Bloomington**  
 1900 E. 10th Street  
 701 Eigenmann Hall  
 Bloomington, IN 47406



**Driving Directions**

**CONTACT**

NALRC Indiana University  
 National African Language Resource Center  
 812-856-4199

**NALRC New Brochures**



**Professional Development for African Language Instructors.**  
**May 16 - 27, 2016**

**What:**

A two week intensive program that will allow you to participate in a professional development focusing on the following themes:

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

**Who:**

Graduate students in good standing in any African language, linguistics, cultural studies, literature, second language acquisition, or any related field at an accredited institution of higher education are eligible. African language instructors and scholars may also apply. Even if you have attended the NALRC institute before, you can apply for this because this is a new set of themes that the NALRC will be focusing on this year. In addition, all applicants must demonstrate serious interest in African Language learning and teaching.

**Cost:**

The NALRC will cover the program fees (such as registration fees, administration costs, and instruction costs) for all selected applicants. Participants will be responsible for their accommodation and other expenses such as transportation, food and books and are encouraged to ask for support from their respective language or area studies programs to cover expenses that NALRC will not cover.

**Mode of Application**

Applicants should submit: a) A letter of Application, b) an application form below, and c) supporting documents for the 2015 Second language acquisition Workshop by **December 21, 2015**. Supporting documents include:

- A CV
- Two letters of recommendation indicating the importance of the training for the applicant. (One of the letters must be from the executive officer of the applicant's home department or African studies program or the Program's Language Coordinator.)

**Part I: Participant Application Form**

[Register Now!](#)

**Part II: Administrator or Supervisor Recommendation Form**

**Download** the form [HERE](#) and ask a current administrator or Supervisor to fill it out and email it to [nalrc@indiana.edu](mailto:nalrc@indiana.edu)

Questions? Call (812) 856-4199 or e-mail [nalrc@indiana.edu](mailto:nalrc@indiana.edu)



The Chinese Language Teachers Association, USA (CLTA) is a nonprofit professional organization founded in 1962 to promote learning and scholarship at all levels in Chinese language, linguistics, literature, and culture. Its membership comprises Chinese education professionals and scholars in the United States and worldwide. It organizes conferences and professional development workshops, offers grants and awards,

and publishes two academic journals (*Chinese as a Second Language* <https://www.benjamins.com/#catalog/journals/csl/main>; *K-12 Chinese Language Teaching* <http://clta-us.org/publications/k-12-chinese-language-teaching>) and the *CLTA Newsletter*. It also maintains an emailing list and a website for posting teaching positions, announcements, and news of the field. CLTA founded and manages the National Chinese Honor Society College Chapter, and qualified graduating college students of Chinese language and culture in the U.S. are inducted into the Society by CLTA members. For more information and membership application, please visit: [www.clta-us.org](http://www.clta-us.org) or contact the CLTA Headquarters directly:

**Prof. John Jing-hua Yin**, Executive Director, 802-656-0371, [jyin@uvm.edu](mailto:jyin@uvm.edu)

**Prof. Helen Shen**, President, 319-335-2314, [helen-shen@uiowa.edu](mailto:helen-shen@uiowa.edu)

**Prof. Chao Fen Sun**, Vice-President, 650-723-2591, [cfsun@stanford.edu](mailto:cfsun@stanford.edu)



# Pre-Conference Programs and Workshops

Thursday April 21, 2016

## 01 NCOLCTL Executive Board Meeting

Location: Ballroom Empire

8:00am - 1:00pm

Chair: Jacques du Plessis NCOLCTL President

## 02 Registration

11:00am - 6:00pm

Location: Empire - Holly Foyer

## 03 Exhibition Setup

12:00noon - 6:00pm

Location: Majesty Ballroom Foyer

## W01 Pre-Conference Workshop 1:00pm - 3:00pm

Location: Majesty Ballroom I

Chair: Zoli Mali - Boston University

### Motivating, engaging and assessing students in an online class

Since 2002, online courses grew dramatically in the US: Nowadays a third of all US undergraduate enrollments in 2012 are in online classes. There is no way back. However, these online classes present a couple of difficulties that will be addressed in this workshop.

It is not a problem to attract students for an online class, but how to keep them and how to keep them motivated and engaged? Last, but certainly not least, assessment in general, and more particularly challenges in an online environment will be discussed.

Presenter(s): Esther Ham (Indiana University)

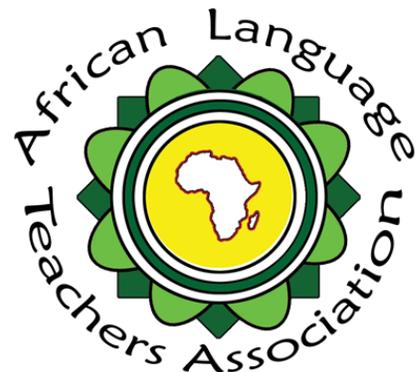
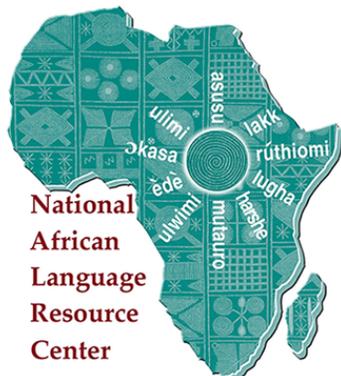
Sponsor(s): NCOLCTL

Applicable Language(s): All



### Short Bio

**Esther Ham** is the director of Indiana University's Dutch Program since 2001. Esther has 30 year experience teaching Dutch language, foreign language didactics, and Dutch culture in countries ranging from her homeland in the Netherlands to Hungary, France, Indonesia, South Africa, and most recently the United States of America. In 2005, Esther started with online classes in Dutch: students from every institution and every country can take those classes. She adapted her own (publicized) text books for use in first, second and third year online classes. In July 2014, Esther became the Director



## W02 Pre-Conference Workshop 3:00pm - 5:00pm

Location: Majesty Ballroom I

Chair: Leonard Mwaka - Winston-Salem State University

### Using SCOLA Authentic Videos for Teaching Foreign Languages at Any Level of Language Instruction

Workshop participants will be introduced to the concept of authentic video instruction, types of learning instruction videos, and the purpose of authentic videos in a classroom. They will also be introduced to the concept of “modifying the task, but not the text” which allows the same text to be used for different level of instructions. The participants will also be led into a discussion of what would be the appropriate video for their respective level of instruction. At the end of the workshop, they will be able to:

- Understand how to use authentic videos to teach foreign language and culture even at the elementary level
- Understand how to select appropriate videos for foreign language classroom instruction, and
- Understand how to design appropriate tasks for appropriate proficiency level when using authentic videos.

The presenter will then lead a classroom demonstration to explain how to plan activities based on the authentic videos. Finally, the participants will discuss and share ideas on planning the appropriate tasks for learners at intermediate and advance levels of proficiency.

Presenter(s): Antonia Schleicher (Indiana University)

Sponsor(s): NCOLCTL

Applicable Language(s): All



#### Short Bio

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

Linguistics and much of her current work deals with pedagogical issues in Foreign and Second Language Acquisition. She currently teaches courses on African Linguistics and different courses on Yoruba Language and Culture at IU-Bloomington.

She serves as the Executive Director of both the National Council of Less-Commonly Taught Languages (NCOLCTL) and the African Language Teachers Association (ALTA). She is a Board Member of JNCL (Joint National Committee for Languages). Professor Schleicher was awarded the United States President's Gold Level Volunteer Service Award for over 500-hours-a-year of devoted and unpaid service to the cause of promoting less-commonly taught languages and cultures in the U.S. She served on the ACTFL Board of Directors for three years. She is on the Board of Trustees of Center for Applied Linguistics and is also the current President of the National Federation of Modern Language Teachers Association (NFMLTA).



## ALTA Delegate Assembly 6:00pm - 10:00pm

Location: Ballroom Empire

## AATY Meeting 9:00am - 5:00pm

Location: Majesty Ballroom III



# DAILY PROGRAM

**01 Registration**

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

**02**

**Exhibition Hours**

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

Location: Empire - Holly Foyer

Location: Majestic Ballroom Foyer

## Colloquium & Parallel Session One

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

**C01 Colloquium**

Location: Pine

Chair: Jacques du Plessis - Wisconsin University Milwaukee

### Training Novice Starters to High Linguistic Proficiencies: A New Paradigm Shift in Foreign Language Teaching

Many college students take language courses for several years but still cannot reach a proficiency level which allows them to maintain casual conversations with native speakers. The goal of this panel is to present how we bring novice starters to advanced linguistic proficiency levels in fewer than three years.

**Presenters:** Henrietta Yang, Hui Zhu, Lin Zhu, Rongrong Hao

**Sponsor(s):** NCOLCTL

**Applicable Language(s):** All

**C02 Colloquium**

Location: Dogwood

Chair: Soda Mariame Sy - Columbus University

### Multiple Language Acquisition (MLA) In Africa & SLA Theories

This colloquium continues the dissection of the sociolinguistic and cognitive dimensions of multilingualism in Africa as a case study, with a focus on successful cases of multiple language acquisition (MLA) by pre- and post-pubescent Africans. It also discusses critically the implications of these data on the dominant theories of SLA, especially the Critical Period Hypothesis and its corollaries.

**Presenters:** Sam A. Mchombo (University of California/Berkeley)

**Co Presenter(s):** Leonard Muaka (Winston-Salem State University)

**Sponsor(s):** ALTA

**Target Area(s):** All

**Applicable Language(s):** All

**1A Session**

Location: Pecan

Chair: Bayo Omolola - Howard University

### Chinese heritage language instruction at the college level: a multiple case study from students' perspective

This study will present findings of an in-depth, qualitative study of Chinese heritage students in a beginning level University classroom. It aims at the exploration of the students' perceptions of their heritage language classroom instruction. Results will emerge from field notes, individual interviews and other documents. This alternative view of Chinese heritage instruction will complement knowledge to linguistic empirical studies.

**Presenter:** Nan Zhang (Purdue University)

**Sponsor(s):** NCOLCTL

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

**Target Area(s):** LCTL L2 Research

**Language of Presentation:** English

**Applicable Language(s):** All

### Conversation Analysis of Korean Language Learners' Conversations with Native-speaking Conversation Partners

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

**Presenter:** Jeongyi Lee (Kennesaw State University)

**Sponsor(s):** NCOLCTL

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

**Target Area(s):** LCTL L2 Research

**Language of Presentation:** English

**Applicable Language(s):** All

### Do you push or roll a ball? Concerns in expressing Manner of motion events in L2 Chinese

This study investigates how L2 Mandarin learners encode Manner in describing different-trajectory caused motion events. The results show that L2 Chinese learners encoded Manner similarly frequently as Chinese speakers, but with lexical errors. It provides strategies to enhance learners' understanding of Manner encoding in a L2.

**Presenter:** Jing Paul (Agnes Scott College)

**Sponsor(s):** NCOLCTL

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

**Target Area(s):** LCTL L2 Research

**Language of Presentation:** English

**Applicable Language(s):** All

Canceled

# DAILY PROGRAM



Friday April 22, 2016

**1B Session** **Location:** Tulip **Chair:** Jonathan Choti - Michigan State University

## A 3-Mode of Communication-Compliant Foreign Language Classroom

The National Standards for Foreign Language Learning have eleven standards, three of them being the Interpersonal, Interpretive and Presentational standards, which are referred to as the three modes of communication. This article will discuss how to integrate these three modes of communication in teaching and learning foreign languages.

**Presenters:** Beatrice Ng'uono Okelo (Indiana University) **Sponsor(s):** ALTA **8:30am - 8:55am**  
**Target Area(s):** AFL Methodology **Language of Presentation:** English **Applicable Language(s):** All

## Does culturally responsive African languages pedagogy count? Employing program evaluation standards to reinforce instructional practices

Examining how to embed cultural relevance in African language pedagogy can foster quality of instruction and enhance programs sustainability and growth. In this paper, I discuss evaluation standards that evaluators of language programs could employ when evaluating the extent to which culturally responsive teaching is applied by African language instructors.

**Presenters:** John Muchira (Florida State University) **Sponsor(s):** ALTA **9:00am - 9:25am**  
**Target Area(s):** AFL Methodology **Language of Presentation:** English **Applicable Language(s):** All

## Reading of authentic stories in a foreign language class: A case of Swahili.

This paper explores the use of authentic stories in a Swahili as a foreign language class and shows how the immersing of students in the reading of authentic stories facilitates the acquisition of both grammar and vocabulary.

**Presenters:** Geofred Osoro (Wellesley College, Boston) **Sponsor(s):** ALTA **9:30am - 9:55am**  
**Target Area(s):** AFL Methodology **Language of Presentation:** English **Applicable Language(s):** All

**1C Session** **Location:** Elm (Walden I) **Chair:** Filipo Lubua - Ohio University

## Engage them with Culture

Engaging and motivate all learners in our world language classrooms through culture, specially in the elementary level. This session will focus on how to engage and motivate all learners in our world language classrooms through culture, specially in the elementary level. Culture is the key to motivate our students learn and continue learning the language even outside of the classroom.

**Presenter:** Shaima Basuni (Ann Arbor Public Schools) **Sponsor(s):** NCOLCTL **8:30am - 8:55am**  
**Target Area(s):** LCTL Material Development **Language of Presentation:** English **Applicable Language(s):** All

## Flip Your Classroom to Improve Student Learning

In "Flipped Classroom" teachers do not have to worry about students of being absent, getting stuck on homework problems, and forgetting old material. Flipped Classroom concept is to ensure students have 24/7 access to extraordinary teaching resources. In this session I will also discuss some of a free online technology resource, where the students can use to enhance language learning in "Flipped Classroom Model"

**Presenter:** Maha Sweis-Dababneh (DePaul Univ. & Moraine Valley Community College) **Sponsor(s):** NCOLCTL **9:00am - 9:25am**  
**Target Area(s):** LCTL Material Development **Language of Presentation:** English **Applicable Language(s):** All

## Free Resources from the National Foreign Language Resource Centers

Come learn about free standards-based resources for teachers available from 16 Language Resource Centers funded by the Department of Education: no-cost teacher resource guides and manuals, online materials and assessments in specific languages, and more for teachers of all levels and languages. URLs for downloadable resources are provided. The presentation features rich opportunities for instructors of LCTLs.

**Presenter:** Anne Donovan (Center for Applied Linguistics)  
**Co-Presenter:** Margaret E. Malone, John Chi (Center for Applied Linguistics )  
**Sponsor(s):** NCOLCTL **9:30am - 9:55am**  
**Target Area(s):** LCTL Material Development **Language of Presentation:** English **Applicable Language(s):** All

# DAILY PROGRAM

**1D Session Location: Maple (Walden II) Chair: Jacques du Plessis - University of Wisconsin Milwaukee**

**Evaluating the Quality of the STARTALK Program for Teaching Heritage and Non-Heritage Arabic Language Learners**

“Evaluating the Quality of the STARTALK Program for Teaching Heritage and Non-Heritage Arabic Language Learners” This study was conducted to evaluate the quality of STARTALK program offered in the Detroit area, Michigan for three years: 2011, 2012, and 2013 for teaching Arabic language learners. Research method, findings, and recommendations will be shared with participants in an interactive and engaging discussion.

**Presenter:** Wafa Hassan (Western Michigan University)      **Sponsor:** NCOLCTL      **8:30am - 8:55am**  
**Target Area:** LCTL Teacher Training & Development      **Language Presentation:** English      **Applicable Language(s):** Arabic

**Heritage Speakers’ Linguistic repertoire: Strength or Weakness**

Many challenges, such as lack of knowledge of formal pedagogy and understanding of the educational system in the U.S., hinder the success of HL teachers. Unfortunately, there has been less attention paid to how teachers capitalize on the language varieties of students in relation to their own language ideologies. This presentation explores issues of teaching and learning LCTLs as HL.

**Presenter:** Shahnaz Ahmadeian Fard (San Diego State University)      **Co-Presenter:** Breshna Aziz d (San Diego State University)  
**Sponsor:** NCOLCTL      **9:00am - 9:25am**  
**Target Area:** LCTL Teacher Training and Development      **Language Presentation:** English  
**Applicable Language(s):** All

**Learning community a sustainable PD for heritage language teachers: A STARTALK experience**

The purpose of this study was to investigate teachers' professional development related to web-based learning community in the context of a STARTALK program for Chinese heritage school teachers. The findings reveal the factors in the community that support or challenge teachers’ professional development, which involve people, artifacts and different media that foster teaching effectiveness.

**Presenter:** An Chung Cheng (University of Toledo)      **Co-Presenter:** Yue Gu (University of Toledo, St. John's Jesuit High School)  
**Sponsor:** NCOLCTL      **9:30am - 9:55am**  
**Target Area (s):** LCTL Teacher Training and Development      **Language Presentation:** English      **Applicable Language(s):** All

**1E Session Location: Oak Chair: Deo Ngonyani - Michigan State University**

**A systemic view of communication and its pedagogical implications**

Synthesizing major Chinese and western philosophies, recent developments in biological, psychological, and anthropological research on language and culture, and perspectives from systems theory, this paper provides a systemic account for such fundamental questions as how people communicate and what roles language and culture play in communication. The systemic view of communication has important implications for FL pedagogy.

**Presenter:** Jianfen Wang (The Ohio State University)      **Sponsor:** NCOLCTL      **8:30am - 8:55am**  
**Target Area:** LCTL Methodology      **Language Presentation:** English      **Applicable Language(s):** All

**Aabo oro laa so fun omoluwabi, bob a denu re yoo di odidi ("a word to the wise is sufficient") : Idioms and Proverbs in the Communicative Approach to teaching Less Commonly Taught Languages**

Daily Languages, expressed idioms and proverbs, promotes effective communication between the speaker and the listener ( Crystal, 1997). As a Language teacher, I am committed to increasing proficiency in Yoruba, Igbo, and Hausa. I privilege cultural diversity within the communicative approach to teaching . This paper illustrates this method using idioms and proverbs in the teaching of LCTLs in US education.

**Presenter:** Felix Umeana (Michigan State University)      **Sponsor:** NCOLCTL      **9:00am - 9:25am**  
**Target Area:** LCTL Methodology      **Language Presentation:** English      **Applicable Language(s):** All

**‘What’ and ‘When’ to use: The language paradox**

The research proposes a methodological approach to teach language, it emphasizes on the learning of linguistic skills accompanied with the pragmatic competence. The research proposes a model which takes the concept of Honorificity in Hindi as an example and tries to corroborate the pedagogical approach which motivates automatic ways of learning a culture in regards to learning a language.

**Presenter:** Sakshi Jain (New York University)      **Sponsor:** NCOLCTL      **9:30am - 9:55am**  
**Target Area:** LCTL Methodology      **Language Presentation:** English      **Applicable Language(s):** All

# DAILY PROGRAM



Friday April 22, 2016

**1F Session Location: Willow Chair: Zablon Mgonja - Florida International University**

**“Cultural competence” in the context of Study Abroad Programs: Functions and Roles of Host families.**

In recent years, and especially since extant works began on the teaching of Foreign Languages, as well as the emergence of the field of Second Language Acquisition, language scholars and pedagogists have all argued for new curricular designs that promote (inter)cultural competence in foreign language learners.

**Presenter:** Segun Soetan (University of Wisconsin, Madison) **Sponsor:** ALTA **8:30am - 8:55am**  
**Target Area:** AFL L2 Research **Language Presentation:** English **Applicable Language(s):** All

**Empowering African Languages in the US Academy**

To position African languages with paradigm shifts in the US education, African languages must be empowered. These languages must be empowered both in the US and Africa. Unless African languages are empowered in Africa, it will be futile to empower them elsewhere. This paper explores the different ways these languages can be empowered in the US and Africa.

**Presenter:** Esther Lisanza (Winston-Salem State University, North Carolina) **Sponsor:** ALTA **9:00am - 9:25am**  
**Target Area:** AFL L2 Research **Language Presentation:** English **Applicable Language(s):** All



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# DAILY PROGRAM

**2G Session** **Location:** Oak **Chair:** Duha Mohammad - Indiana University

**Transitioning Korean Native and Heritage Teachers into the Culture of US Schooling**

This presentation will focus on LCTL teacher training and development. The study aims to explore how native Korean teachers' perceptions about their language teaching are changed through the workshop targeting U.S. foreign language teaching standards. Korean heritage language school teachers experienced U.S. schooling through the professional developments focusing on learner-centered instructional theories and methods and their applications in Korean classrooms.

**Presenters:** Hye Young Shin (George Mason University)

**Co-Presenters:** Marjorie H. Haley (George Mason University)

**Sponsor(s):** NCOLCTL **10:15am - 10:40am**

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

**Language of Presentation:** English

**Applicable Language(s):** All

**Identifying Relevant LCTL Reading or Listening Passages for ACTFL Intermediate through Superior Levels**

To focus on finding a match between materials development with learning objectives, I will examine two issues: How useful are the DLPT developers' recommendations? The usefulness of their recommendations depends on learning objectives and learner proficiency level. What are the criteria of collecting or identifying relevant passages? Here the focus will be on understanding the language acquisition objectives and learner proficiency level.

**Presenters:** Salah Farah (Defense Language Institute)

**Sponsor(s):** NCOLCTL **10:50am - 11:15am**

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

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

**2H Session** **Location:** Willow **Chair:** Zoli Mali - Boston University

**Corpus as a Tool to Study LCTLs: The Case of Swahili Conditional Constructions**

To illustrate the use of corpus as a tool to study and learn Less Commonly Taught Languages, I analyze Swahili conditional constructions via corpus analysis. I show that there is no one-to-one mapping between Swahili conditional markers and possibility levels. The results of the study show that pragmatic implicatures of Swahili conditional markers on the possibility scale are statistical tendencies.

**Presenters:** Mohamed Mwamzandi (University of North Carolina, Chapel Hill) **Sponsor(s):** NCOLCTL **10:15am - 10:40am**

**Target Area(s):** LCTL Materials Methodology **Language of Presentation:** English **Applicable Language(s):** Swahili

**Enhance Chinese heritage language learners' participation in class discussion**

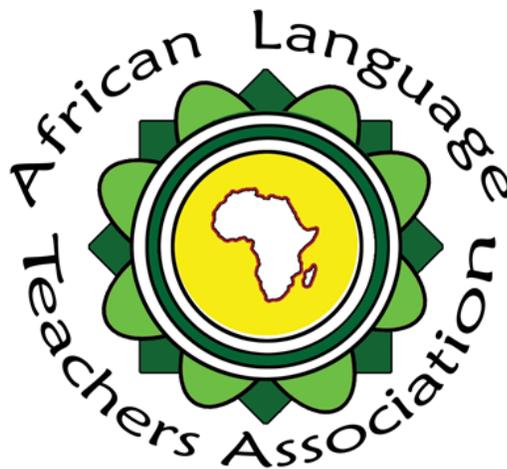
In many Chinese heritage language classes, students demonstrate reluctance to participate classroom discussion or produce outputs not quite satisfying. This study aims to find the elements that hinder students from participating, and shed lights on how to improve students' contribution in terms of both quantity and quality.

**Presenters:** Jingjing Ji (Northwestern University)

**Sponsor(s):** NCOLCTL **10:50am - 11:15am**

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

**Language of Presentation:** English **Applicable Language(s):** Chinese



**Co-Host**

# DAILY PROGRAM



Friday April 22, 2016

## Plenary Session One

11:30am - 12:35pm

**Location:** Majesty Ballroom I, II, & III

**Chair:** Wafa Hassan - Western Michigan University

**Theme:** LCTLs and Global Competency in the 21st Century



**ABSTRACT:** The 21st century brings with it a multitude of opportunities for people around the world to engage, but they must have the global competency and linguistic ability to understand the challenges ahead and solve the world's most pressing issues.

**Short Bio:**

Mohamed Abdel-Kader is the Deputy Assistant Secretary in the International and Foreign Language Education (IFLE) Office at the U.S. Department of Education's (ED) Office of Postsecondary Education (OPE). As Deputy Assistant Secretary of IFLE, Mohamed is responsible for encouraging and promoting the study of foreign languages and the study of the cultures of other countries at the elementary, secondary, and postsecondary levels in the United States; and coordinates with related international and foreign language education programs of other Federal agencies, as established in the 2008 Higher Education Opportunity Act. He leads the work of IFLE in administering the domestic programs authorized under Title VI of the Higher Education Act and those overseas programs under the Mutual Educational and Cultural Exchange (Fulbright-Hays) Act administered by ED.

Prior to joining ED, Mohamed served as the Director of Development for the Edmund A. Walsh School of Foreign Service at Georgetown University and also managed the university's advancement strategy in the Middle East region, where he focused on major gifts and strategic engagement. Previously, while at George Mason University, Mohamed led donor development efforts for the Krasnow Institute for Advanced Study and set international strategy for partnerships in Asia, Europe, the Middle East, and Sub-Saharan Africa. He has advised a variety of clients on organizational strategy, doing business in emerging markets, intercultural communication, and cultural competency in international philanthropy. Additionally, he has advised organizations on strengthening fundraising operations domestically and abroad. Mohamed speaks fluent Arabic and basic Spanish. He holds a Bachelor's degree from Clemson University, a Master's degree in Higher Education from Vanderbilt University, and an MBA from Georgetown University's McDonough School of Business.



## Lunch & Exhibition

12:40pm - 1:50noon





# DAILY PROGRAM



Friday April 22, 2016

## Spelling errors among college-level students learning Arabic

In this session the presenter will discuss spelling errors made by L1 English speakers who learn Arabic as a foreign language and the perceptions regarding the role of this skill in learning the language. Common types of errors will be highlighted as well as strategies students use to prevent them. Potential implications for language instruction will be suggested.

**Presenters:** Hezi Brosh (U.S. Naval Academy)      **Sponsor(s):** NCOLCTL      **3:00pm - 3:25pm**  
**Target Area(s):** LCTL L2 Research      **Language of Presentation:** English      **Applicable Language(s):** Arabic

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**3C      Session      Location:** Tulip      **Chair:** Saulet Alpysbayeva - Indiana University

## Integrate Language Teaching into Culture Instruction - A teaching practice of celebrating Chinese Mid-Autumn Festival

For novice and lower-level students, total immersion of target language in culture instruction is almost impossible for them. However if the teacher goes deeper into developing culture materials and instruction, it is feasible to integrate language teaching into culture instruction at low levels. This teaching practice showed how I integrated teaching Chinese language into celebrating Chinese Mid-Autumn Festival.

**Presenters:** Yanxin Liu (Arkansas School for Math, Science and the Arts)      **Sponsor(s):** NCOLCTL      **2:00pm - 2:25pm**  
**Target Area(s):** LCTL Methodology      **Language of Presentation:** English      **Applicable Language(s):** Chinese

## Globalizing the Teaching and Learning of Yoruba for increased Utility

Yoruba is a language spoken in some Nigerian states and other countries. It is one of the less commonly taught languages in the U.S. but assuming global recognition in the world today. This important status of Yoruba demands for efforts to globalize it for increased utility in teaching and learning which the aim of this paper is.

**Presenters:** Adeyemi Adeyinka (University of Ibadan, Nigeria)      **Sponsor(s):** NCOLCTL      **2:20pm - 3:00pm**  
**Target Area(s):** LCTL Methodology      **Language of Presentation:** English      **Applicable Language(s):** All

## Local and Global Communities: A Gateway to Build Intercultural Competence in Language Classes

STARTALK Arabic Academy at Penn State uses immersion-style teaching for both high school and college students during a four-week period. This paper will discuss the different strategies we developed in our STARTALK student program for building local and global communities to encourage our students to use target language in real-life situations and immerse in the culture of the language.

**Presenters:** Reham Aly (The Pennsylvania State University)      **Sponsor(s):** NCOLCTL      **3:00pm - 3:25pm**  
**Target Area(s):** LCTL Teacher Training and Development      **Language of Presentation:** English      **Applicable Language(s):** All

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**3D      Session      Location:** Elm (Walden I)      **Chair:** Aaron Rosenberg - El Colegio de México

## Mapping and advancing proficiency with progress indicators and the use of iPads in the LCTL classroom

The presentation will discuss strategies that empower students to advance proficiency in the LCTL classroom by relying on progress indicators and the use of iPads. Examples from Modern Greek and Turkish across proficiency levels will illustrate best practices.

**Presenters:** Eva Prionas (Stanford University)      **Co-Presenters:** Saadet Ebru Ergul (Stanford University)  
**Sponsor(s):** NCOLCTL      **2:00pm - 2:25pm**  
**Target Area(s):** LCTL Testing and Assessment      **Language of Presentation:** English      **Applicable Language(s):** All

## Placement Procedures of Less Commonly Taught Languages at U.S. Postsecondary Institutions: In a Chinese case

In a pragmatist perspective, this study aims to understand the practice of current Chinese placement procedures at U.S. postsecondary institutions (N=224) in terms of test takers and assessment methods in the lens of Canale and Swain's (1980) communicative competence and the eight characteristics of an ideal placement suggested by literature.

**Presenters:** Miaochun Wei (George Washington University)      **Sponsor(s):** NCOLCTL      **2:30pm - 2:55pm**  
**Target Area(s):** LCTL Testing and Assessment      **Language of Presentation:** English      **Applicable Language(s):** Chinese

## Using Response Time to Grammaticality Questions as a Diagnostic and Assessment Tool

This paper aims to propose that average response time of Hindi as Foreign Language learners to questions that test grammaticality judgment can be a measure for their grammatical competence. The emerging results clearly show an inverse proportion in the relationship of response time and score in the diagnostic test—lower the response time, higher the score..

**Presenters:** Madri Kakoti (Jawaharlal Nehru University)      **Sponsor(s):** NCOLCTL      **3:00pm - 3:25pm**  
**Target Area(s):** LCTL Testing and Assessment      **Language of Presentation:** English      **Applicable Language(s):** Hindu



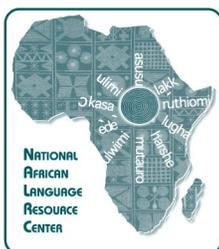
# DAILY PROGRAM



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**Exhibition / Poster Break**

**3:30pm - 4:00pm**

# DAILY PROGRAM

Friday April 22, 2016

## Parallel Session Four

**4:00pm - 5:00pm**

**4A Session Location:** Dogwood **Chair:** Onibon Nosiru Olajide - Lagos State University

### Spoken Arabic and Short-Term Study Abroad: Impact of Social Interaction on the Acquisition of Spoken Arabic

The purpose of this study is to explore the role of social interaction during a short-term study abroad experience. Ethnographic methods were employed to examine the impact of social interaction on the acquisition of spoken Arabic in order to provide an in-depth examination of three students' engagement with native speakers and how it influenced their language development.

**Presenters:** Asma Ben Romdhane (The University of Iowa) **Sponsor(s):** NCOLCTL **4:00pm - 4:25pm**

**Target Area(s):** LCTL L2 Research **Language of Presentation:** English **Applicable Language(s):** Arabic

### Teaching Arabic Writing at the Intermediate level: A Genre-Based Approach

The presenters will share their investigation to teach culturally informed writing to an intermediate Arabic classroom using the genre-based approach to writing (Martin, 2009). The implementation of the three phase approach: (1) deconstruction, (2) joint construction, and (3) independent construction will be highlighted, as well as the results from pre and post writing assessments and students' surveys will be shared.

**Presenters:** Myriam Abdel-Malek (University of Pittsburgh) **Co-Presenter(s):** Amani Attia (University of Pittsburgh)

**Sponsor(s):** NCOLCTL **4:30pm - 4:55pm**

**Target Area(s):** LCTL L2 Research **Language of Presentation:** English **Applicable Language(s):** Arabic

**4B Session Location:** Pine **Chair:** Claire Moisan - Grinnell College

### Implementing a Project-Based Curriculum in a University Language Program

Project-Based Language Learning has been explored for its effectiveness in today's multicultural and increasingly inter-connected global world. A PBL curriculum in a university language course is presented and examined with various issues related to implementing a successful curriculum with clearly articulated objectives and assessment tools to address the diverse student needs in today's language classrooms.

**Presenters:** Mijeong Kim (Washington University in St. Louis) **Sponsor(s):** NCOLCTL **4:00pm - 4:25pm**

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

### Integrating existing language teaching materials with communicative approach

This abstract is about integrating existing language teaching materials with communicative approach. I will discuss visuals to teach communication in authentic context and contextualized grammar.

**Presenters:** Saulet Alpysbayeva (Indiana University, Bloomington) **Sponsor(s):** NCOLCTL **4:30pm - 4:55pm**

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

**4C Session Location:** Pecan **Chair:** Anousha Sedighi - Portland State University

### Teaching Culture through Film in the LCTL's Classroom

The presentation will introduce a list of "I can do statements" of cultural competencies based on World Readiness Standards for Learning Languages, and discuss strategies for teaching these competencies through films in the target language. Further, a sample unit with clearly identified and integrated cultural competencies and content language skills taught through a sample film will be shared and discussed.

**Presenters:** Nesreen Akhtarkhavari (DePaul University) **Sponsor(s):** NCOLCTL **4:00pm - 4:25pm**

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

### Online Reading/Listening Learning Modules in Seven LCTLs: Integration of Regional Content for Advanced and Superior Levels

This session presents a federally funded project to develop web-based listening and reading materials in Arabic, Chinese, Hebrew, Japanese, Korean, Persian, and Turkish. The modules target at the ACTFL Advanced and Superior levels and can be used by learners or easily adopted by instructors into their course as homework.

**Presenters:** Suwako Watanabe (Portland State University) **Sponsor(s):** NCOLCTL **4:30pm - 4:55pm**

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

# DAILY PROGRAM



Friday April 22, 2016

**4D Session Location: Tulip Chair: Esther Lisanza - Wiston-Salem State University**

**Teaching and Learning Healthcare in Primary School through Yoruba Songs and Rhymes.**

Healthcare delivery is a worldwide phenomenon that organizations and institutions promote. Educational institutions are agents through which this is done today in their curricula. There are numerous songs and rhymes that teach health in Yoruba at K – 12. This paper examines such songs and rhymes, using social learning theory of Bandura. Implications, lessons and recommendations are offered.

**Presenters:** Adeyemi Adeyinka (University of Ibadan, Nigeria) **Sponsor(s):** ALTA **4:00pm - 4:25pm**  
**Target Area(s):** AFL L2 Research **Language of Presentation:** English **Applicable Language(s):** Yoruba

**Using Yoruba dictionaries in language learning: things learners often ignore**

Of the numerous dictionaries available to the Yoruba language learner, the author chooses three regularly used by his students (Roy Clive Abraham's Dictionary of Modern Yoruba, 1958; Kayode Fakinlede's Yoruba-English/English-Yoruba Modern Practical Dictionary, 2002; Michka Sachnine's Dictionnaire yoruba-francais: Suivi d'un index francais-yoruba, 1997) and guides learners through major cultural gems often overlooked in their use of these resource tools.

**Presenters:** George Alao (Institut National des Langues et Civilisations Ori) **Sponsor(s):** ALTA **4:30pm - 4:55pm**  
**Target Area(s):** AFL L2 Research **Language of Presentation:** English **Applicable Language(s):** Yoruba

**4E Session Location: Elm (Walden I) Chair: Alpysbayeva Saulet - Indiana University**

**The Certificate Option: Towards shifting the qualifications paradigm in self-instructional foreign language tutoring programs**

Critical languages programs that adopt a self-instructional model, such as those that belong to NASILP, are working to raise the standards of their tutors and language partners. This presentation provides a road map for developing a tutor training program or participating in such a program using a consortium model.

**Presenters:** Nicholas Ferdinandt (University of Arizona) **Sponsor(s):** NCOLCTL **4:00pm - 4:25pm**  
**Target Area(s):** LCTL Teacher Training and Development **Language of Presentation:** English **Applicable Language(s):** All

**Success from Week I**

Starting from scratch with no background in a language can be daunting for the new student. Thus it is essential for teachers to ascertain student's metacognitive learning style(s) in order to instill confidence and optimize time on task. This presentation will provide best practices in terms of assessing metacognitive learning styles and employing TPR with K-12 to adult learners.

**Presenters:** David Randolph (TRADOC, Defense Language Institute Foreign Language) **Co-Presenter(s):** Wei Yu (TRADOC Defense Language Institute Foreign Language) **Sponsor(s):** ALTA **4:30pm - 4:55pm**  
**Target Area(s):** AFL Methodology **Language of Presentation:** English **Applicable Language(s):** All

**4F Session Location: Maple (Walden II) Chair: Adeolu Ademoyo - Cornell University**

**Embedding the 5 C's in Bangla Picture-rhymes for the Heritage Learners**

The paper seeks to explore effective means of teaching Bangla to heritage learners through the Picture-rhymes that combine the 5 C's of foreign language learning. These learners, who have very little or no exposure to the target language, can thus be introduced into a new realm of orality and the community that the language is spoken in.

**Presenters:** Arpita Ghatak (New York University) **Sponsor(s):** NCOLCTL **4:00pm - 4:25pm**  
**Target Area(s):** Other LCTL Innovations **Language of Presentation:** English **Applicable Language(s):** Bangla

**Languaculture: Positioning Language and Culture in an Increasingly Globalized World**

Is language a cultural or social phenomenon, or mere cognitive response of human need for communication? With shifting senses of identity and ownership of culture, positioning language in a globalizing world is challenging and problematic. Agar's Languaculture offers a new understanding of the relationship between language & culture, and helps position language. I discuss implications of Languaculture for LCTL pedagogy.

**Presenter:** Gautami Shah (University of Texas at Austin) **Sponsor(s):** NCOLCTL **4:30pm - 4:55pm**  
**Target Area(s):** Other LCTL Innovations **Language of Presentation:** English **Applicable Language(s):** All



# DAILY PROGRAM



Friday April 22, 2016

## Plenary Session Two

5:15pm - 6:15pm

**Location:** Majesty Ballroom I & II

**Chair:** Jacques Du Plessis - University of Wisconsin - Milwaukee

**Theme:** Enhancing Language Learning through Collaboration

**ABSTRACT:** The plenary session will address a number of key collaborative efforts across academe, government, and the private sector to promote research and development in the areas of pedagogy and technology such as those by the New Media Consortium, an organization dedicated to exploring the use of new media for teaching, learning, and creative inquiry composed of hardware manufacturers, software developers, and publishers who work with academe to promote the use of the latest multimedia-capable products. Select examples of joint initiatives across the three sectors will be examined: The work between the Massachusetts Institute of Technology, Lincoln Labs and the Defense Language Institute Foreign Language Center to produce state-of-the art online language learning tools; government-sponsored summits that bring together academicians, contractors, and government personnel to define and examine the latest challenges in language learning like those organized by the Defense Language National Security and Education Office; Department of Defense (DoD) university-affiliated research centers like the Center for the Advanced Study of Language; joint committees such as the American Society for Testing and Materials Committee F43 on Language Services and Products that has over 100 members from government, academe, and business; the government-funded Flagship Program at universities; work done by the Office of the Director of National Intelligence and academicians towards creating a broad forum that includes the intelligence community, DoD, and academe for sharing ideas on advancing LCTL solutions, plans to create a central repository for LCTL materials accessible to all, and more. Also reviewed in the plenary will be a sampling of government-produced online language learning tools available to the general public for use in today's learning space, where autonomous learners access content anytime, anywhere.

### Short Bio



Christine M. Campbell, Ph.D.  
Associate Provost  
Directorate of Continuing Education  
Defense Language Institute  
Foreign Language Center (DLIFLC)  
Christine.m.campbell@dliflc.edu

Christine M. Campbell (Ph.D. Foreign Language Education, Purdue University, 1986) has worked in Language Education for over 30 years managing language and assessment programs and teaching world languages—Spanish, French, and ESL. She began her career at the Defense Language Institute Foreign Language Center as Spanish faculty before becoming Test Project Director, Dean, Assistant Provost, and Associate Provost.

Her publications have focused on language assessment, language anxiety, and technology. Author and co-author of *The Modern Language Journal* (MLJ) column "In Other Professional Journals" (1987-2008), she is a member of the Editorial Boards of *Applied Language Learning* (ALL), *Dialog on Language Instruction* (DLI), and *Innovating Language Education: An NMC Horizon Project Strategic Brief*, which was commissioned by the Language Flagship Technology Innovation Center (LFTIC) at the University of Hawai'i at Mānoa. She has reviewed for the MLJ, *Hispania*, and *Language and Linguistics Compass*.

She has provided service to the profession as President, American Association of the Teachers of Spanish and Portuguese and as Director of Test Development, *National Spanish Examinations*, an assessment taken by 70,000 high school students annually under her administration. She was a member, Board of Governors, UC Consortium for Language Learning and Teaching, and is a member of Phi Beta Kappa. She won the Civilian of the Year Award for the Ninth Region from the Association of the United States Army in 1996. She was named Distinguished Alumna by Purdue University in 1994.

## NCOLCTL Delegate Assembly Meeting 6:30pm - 10:00pm

**Venue: Oak Room**



# DAILY PROGRAM

Friday April 22, 2016

## Parallel Session Five

7:30pm - 10:45pm

### Panel and Business Meetings

5A Session Location: Dogwood Chair: XXX

Panel and Business Meetings 1

5B Session Location: Pine Chair: XXX

Panel and Business Meetings 2

5C Session Location: Pecan Chair: XXX

Panel and Business Meetings 3

5D Session Location: Tulip Chair: XXX

Panel and Business Meetings 4

5E Session Location: Elm (Walden I) Chair: XXX

Panel and Business Meetings 5

5F Session Location: Maple (Walden I) Chair: XXX

Panel and Business Meetings 6

Cancelled

# TUVUGE IKINYARWANDA

A Multidimensional Approach  
to the Teaching and Learning of  
**Kinyarwanda**  
As a Foreign Language



Donatien  
Nsengiyumva

NALRC Press  
Bloomington, Indiana 2015

# An Ka Bamanankan Fɔ

A Multidimensional Approach  
to the Teaching and Learning of  
**Bamanankan**  
As a Foreign Language



Ahmadou Beidy Sow

NALRC Press  
Bloomington, Indiana 2016

## New



## Textbooks

NALRC - College of Arts & Sciences

Indiana University

# Jé Ká Bára Wa Sòrò ní Yorùbá

A Multidimensional Approach  
to the Teaching and Learning of  
**YORÙBÁ**  
As a Foreign Language



Kólá Owólabí  
Àrìnpé Adéjùmò  
Báyo Adékolá  
Oyè Táiwò  
Adésolá Olátejú  
Harrison Adéníyí

NALRC Press Bloomington, Indiana 2015

# MA YENKAN AKAN (TWI)

A Multidimensional Approach  
to the Teaching and Learning of  
**Akan (Twi)**  
As a Foreign Language



Seth Antwi Ofori

NALRC Press  
Bloomington, Indiana 2015



# National African Language Resource Center



# DAILY PROGRAM

Saturday April 23, 2016

## **Year-round language programs - Shuai Li**

With the fast increase of enrollment in university Chinese-as-a-foreign-language (CFL) classes in the U.S. over the past decade (MLA 2015), recruiting Chinese language instructors directly from China through various channels has been a common practice in many year-round Chinese programs. However, due to the considerable cross-cultural differences in areas such as program expectations, teaching philosophy, pedagogical approaches, classroom management, and teaching evaluation mechanisms, those instructors often experience multiple levels of challenges in teaching and are in need of professional support. This relatively new phenomenon in the context of fast expansion of CFL programs merits attention from the perspective of intercultural teacher development because the success of instructors is critical to the sustainability and further development of any language programs. While research on intercultural CFL teacher development remains scarce (Zhou & Li, 2016), this presentation contributes to the on-going discussion in this area by sharing empirical data collected from multiple stakeholders (e.g., instructors, program coordinator, directors of collaborating departments, and students) of a relatively new year-long Chinese program. Through a critical review of the teacher training/preparation strategies that have been developed over the past years, this presentation ends with several suggestions of intercultural teacher development for tertiary-level year-round language programs.

## **Intensive summer language programs - Kathleen Evans-Romaine**

Intensive summer language programs fall into three categories: (1) programs that recreate the target culture in the classroom and in special extra-mural events; (2) programs that expose students to the target culture by immersing them in a monolingual expatriate community; (3) and programs that teach the target culture by incorporating short-term overseas immersion programs. This presentation considers the implications of the ongoing shift from category (1) programs to category (2) and (3) over the past decade on teacher preparation and on the institutional frameworks emerging to facilitate novice-level students' intentional and rapid assimilation of new cultural norms.

## **Training Teachers to Include Cross-Cultural Content in Language Flagship Programs - Antonia Schleicher**

The goal of the Language Flagship programs is to help prepare global professionals that have superior level of language proficiency in a critical language by the end of an undergraduate education. At the heart of this goal is for these global professionals to gain “the ability to communicate with respect and cultural understanding in more than one language” (ACTFL 2014). This ability is critical to achieving global competency. In this presentation, I will discuss the essential role of effective teacher training programs in moving learners from a novice level to a superior level proficiency within a four-year undergraduate education. I will argue that in order to fully integrate cross-cultural content into language instructions, instructors have to understand how to make cultural themes the center of their language instruction. In other words, cultural practices, products and perspectives have to be the C1 as opposed to C2 as stated in World-Readiness Standards for Learning Languages (2015). Most importantly, I will show how some Flagship instructors were trained to understand the role that cultural perspectives and contexts play in uncovering curricular themes in their programs. When this understanding or knowledge is applied to language teaching and learning, it leads to the cross-cultural understandings that Flagship students are expected to have to achieve global competency.

## **Startalk programs - Wafa Hassan**

STARTALK program provides a line of workshops targeted at the teachers of Arabic in the US at a large number of higher education institutions. These workshops are sponsored by a federally funded program launched as a new component of the National Security Language Initiative announced by former President Bush in January 2006. STARTALK's original mission is to increase the number of Americans learning and speaking critical languages. It is also designed to provide students at all levels of education (K-16) with an opportunity to learn a critical language of their choice. Most importantly, it is designed to offer teachers of critical languages creative teaching strategies: (a) to exemplify best practices in language education and in professional development; and (b) to establish teaching policies and practices that seek continuous improvement in such criteria as standards-based curriculum planning, outcomes-driven program design, learner-centered approaches, excellence in selection and development of teaching materials, and meaningful assessment of program outcomes (cited by University of Maryland: National Foreign Language Center, 2014). Dr. Hassan will share with the panel participants her experiences from a STARTALK she has been heading since 2007, running various programs designed to improve the quality of Arabic language of teachers and students in the state of Michigan. Two research studies will be presented to provide participants with more information about cultural components of Arabic programs. First, a study by Dr. Mana (2012) will be discussed. This study examined the effectiveness of a STARTALK training program in professional development of a group of Arabic teachers. The findings indicated that the training initiatives tend to emphasize pedagogical knowledge and skills rather than content knowledge. The findings also indicated that such initiatives tend to focus on isolated skills rather than on a degree or certification. Second, a study conducted by Dr. Hassan (2014) will be presented providing a sample of a professional profile of Michigan Arabic language teachers and their own views of their professional needs. .

## **Discussion - General NCOLCTL - Gautami Shah**

In this discussion I will first attempt to identify the common themes across the four contexts that are represented by the speakers in this session. I expect to see many underlying challenges and some of the new ideas to be the same across environments. I will start a discussion of differences by highlighting varying levels of emphasis and importance. For example, intercultural teacher-development is clearly a different issue in year-round on campus programs versus intensive summer programs. This discussion will naturally lead us to a consideration of substantial differences across different contexts in terms of how these issues and ideas translate to concrete classroom practices. Besides the different resources and facilities, an important aspect are the different expectations, levels of engagement and meaningful embedding in a larger academic perspective. I will conclude with some constructive suggestions of how we can consciously exploit this variety of experiences to improve LCTL teacher training.



# DAILY PROGRAM

Saturday April 23, 2016

## Voices from the Students: Stories of Advanced Language Learners of Korean

This presentation reports findings from an action research on higher level learners. Using narrative inquiry, the study explores learners' life experiences, their challenges, strategies, desires, and social interactions with the target speech community. The findings reveal complexities involved in higher level learning. The presentation includes suggestions to better accommodate these learners.

**Presenter:** Hyunsoo Hur (Defense Language Institute)      **Sponsor(s):** NCOLCTL      **9:30am - 9:55am**  
**Target Area(s):** LCTL L2 Research      **Language of Presentation:** English      **Applicable Language(s):** Korean

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**6C      Session      Location: Tulip      Chair: Geofred Osoro (Wellesley College, Boston )**

### LCTL - Swahili Material Development

Materials are considered very important in language teaching. In this presentation we are going to discuss different materials and ways to use them along with textbooks to facilitate teaching and learning language. We are going to develop samples of Swahili teaching materials and incorporate several teaching methodologies.

**Presenter:** Neema Loy (The University of Mississippi)      **Co-Presenter(s):** Gorrety Wawire (The University of Mississippi )  
**Sponsor(s):** NCOLCTL      **8:30am - 8:55am**  
**Target Area(s):** LCTL Material Development      **Language of Presentation:** English      **Applicable Language(s):** Swahili

### Using innovative methods to teach the four language skills in a foreign language class: A demonstration in a Chinese language class

We demonstrate several exercises that have been successfully used in college-level Chinese classes. The main purpose is to show how we can use a limited amount of time to instruct the four language skills with innovative exercises, which not only can be used in a Chinese class but also in other foreign language classes such as Arabic or Japanese.

**Presenter:** I-hao Woo (The Citadel)      **Sponsor(s):** NCOLCTL      **9:00am - 9:25am**  
**Target Area(s):** LCTL Material Development      **Language of Presentation:** English      **Applicable Language(s):** Swahili

### Portuguese Summer Programs: Assumptions, Challenges and Solutions

An immersion experience in a Portuguese summer program is a excellent way for students to achieve higher levels of proficiency in a short time. The immersive experience increases motivation and opportunities to communicate, perception of competence, and frequency of communication. This presentation points out some assumptions that limit the effectiveness of summer programs and point out some possible solutions.

**Presenter:** Luis Goncalves (Princeton University)      **Sponsor(s):** NCOLCTL      **9:30am - 9:55am**  
**Target Area(s):** LCTL Material Development      **Language of Presentation:** English      **Applicable Language(s):** Portuguese

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**6D      Session      Location: Oak      Chair: Deogratias Tungaraza - Indiana University**

### Shifting Learning from the Classroom

African language pedagogy has enhanced the intellectual and socio-cultural sophistication of foreign students who are learning such language. Different methods used are however limited to the classroom. This paper advances a complementary approach, through software devices such as Socrative, Quizlet, Quia and Google Classroom, to make students gain linguistic mastery by engaging learning activities outside the classroom.

**Presenter:** Oluwafunke Ogunya (Yale University)      **Sponsor(s):** NCOLCTL      **8:30am - 8:55am**  
**Target Area(s):** LCTL Methodology      **Language of Presentation:** English      **Applicable Language(s):** All

### Shifting more responsibility to the learner: Project development in the LCTL classroom

This paper showcases the potential of students to take advantage of what they have learned and utilize it in order to challenge themselves to read, write and understand the target language better. A semester-long project provides the opportunity for students to realize this potential by choosing a topic, writing about it and presenting it.

**Presenter:** Leonora Kivuva (University of Pittsburgh)      **Sponsor(s):** NCOLCTL      **9:00am - 9:25am**  
**Target Area(s):** LCTL Methodology      **Language of Presentation:** English      **Applicable Language(s):** All



# DAILY PROGRAM

Saturday April 23, 2016

## Incidental Chinese Vocabulary Acquisition from Reading-while-listening to News

This study reports on the results of training intermediate-level students to utilizing the strategy of learning vocabulary from the context while reading and listening to news. I will discuss the important factors involved when designing the training activity. I will also report whether the incidental vocabulary learning strategy used in our project is effective for our students or not.

**Presenters:** Michelle Smith (UCLA)

**Sponsor(s):** NCOLCTL

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

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

**Language of Presentation:** English

**Applicable Language(s):** Chinese

**Language(s):** All

# New Brochures

<b>NAMA</b>  <small>NAMA WOMAN</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>			<b>GURAGE</b>  <small>GURAGE WOMAN</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>			<b>TUMBUKA</b>  <small>TUMBUKA WOMAN</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>		
<b>CHOKWE</b>  <small>CHOKWE DANCERS</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>			<b>BASSA</b>  <small>BASSA KRU ATTIRE</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>			<b>KRU</b>  <small>BASSA KRU WOMAN IN TRADITIONAL DRESS, FRONT COURT</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>		
<b>SENUFO</b>  <small>SENUFO GIRL</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>			<b>SERER-SINE</b>  <small>SERER SINE WOMAN</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>			<b>GBAYA</b>  <small>GBAYA WOMAN</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>		
<b>LANGO</b>  <small>A LANGO WOMAN IN MODERN ATTIRE</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>			<b>UMBUNDU</b>  <small>UMBUNDU FARMER WITH HER BEE</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>			<b>IJAW</b>  <small>AN IJAW WOMAN</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>		
<b>BAMILEKE</b>  <small>BAMILEKE TRADITIONAL ATTIRE</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>			<b>BERBER</b>  <small>BERBER WOMAN</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>			<b>EBIRA</b>  <small>EBIRA WOMAN IN TRADITIONAL ATTIRE</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>		
<b>SOGA</b>  <small>MAN AND WOMAN IN SOGOLA ATTIRE</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>			<b>SEPEDI</b>  <small>A SEPEDI WOMAN</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>			<b>NUPE</b>  <small>NUPE WOMAN</small> <small>NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)</small>		

## National African Language Resource Center

# DAILY PROGRAM

Saturday April 23, 2016

## Parallel Session Seven - Language Specific 10:15am - 11:15am

**7A Swahili 1 Location: Dogwood Chair: David W. Kyeu - Wesley College**

**Utafiti na ukuzaji wa mitaala ya kufundishia Kiswahili kwa wageni: Haja ya utangamano kati ya nyumbani na ughaibuni.**

Makala inatafiti ukosefu wa utangamano katika utafiti, ukuzaji wa mitaala na ufundishaji wa Kiswahili kama lugha ya kigeni kati ya vyuo vya nyumbani Afrika Mashariki na ughaibuni kunakofundishwa Kiswahili. Makala inasaili swala hili hili na kupendekeza namna ambavyo taalumu ya utafiti na ufundishaji wa Kiswahili kama lugha ya kigeni inaweza kukuza ushirikiano na utangamano kati ya nyumbani na ughaibuni.

**Presenter:** Mahiri Mwita (Princeton University) **Sponsor(s):** ALTA **10:15am - 10:40am**  
**Target Area(s):** AFL Material Development **Language of Presentation:** Swahili **Applicable Language(s):** Swahili

**Nafasi ya U5 katika Maandalizi ya Andalio la Somo katika Darasa la Kiswahili kama Lugha ya Kigeni**

Mojawapo ya mambo yanayoathiri matokeo katika darasa la lugha ya kigeni, likiwemo darasa la Kiswahili, ni andalio la somo linalotumiwa kufundishia darasa, kwa hivyo ni muhimu mwalimu andae masomo yake kwa njia inayofaa. Makala hii itajadili jinsi malengo ya U5 (Uwasilianaji, Utamaduni, Uunganishaji, Ulinganishaji na Ujumuiya) yanavyoweza kuzingatiwa katika maandalizi ya andalio la somo katika darasa la Kiswahili.

**Presenter:** Beatrice Ng'ũono Okelo (Indiana University) **Sponsor(s):** ALTA **10:45am - 11:10am**  
**Target Area(s):** Language Specific **Language of Presentation:** English **Applicable Language(s):** Swahili

**7B Zulu Location: Pine Chair: Betty Dlamini - Indiana University**

**Imfundo iza ngokufunda: Umba wamabali kwiIntanethi.**

Ukukwazi ukufunda ngolwimi lwethu lwenkobe lilungelo lethu nenzala yethu kodwa liyaphuncuka endaweni yokuphucuka. Abafundi abantsundu bayaphoswa lulwazi nzulu engebelfumana, babe abezinye iintlanga beqalwa besebancinci ukufundiswa ezabo ilwimi, bathi besiya esikolweni babe sebekude. Eli phepha lizama ukuveza amacebo okuphendula umbuzo othi: "Singenza njani ukunqanda la manzi angengeni ade agubungele endlini?" Intsusa lubhalo mabali ngabantu bemveli bebhalela abantwana babo ngezinto abazaziyo.

**Presenter:** Zoliswa Maili (Boston University) **Sponsor(s):** ALTA **10:15am - 10:40am**  
**Target Area(s):** AFL Other Innovations **Language of Presentation:** Zulu **Applicable Language(s):** Zulu

**Kufundziswa kwelulwimi nemasiko eSiSwati ngekusebentisa imvunulo yeSintfu: Lubanjiswano mshiyalo nangesheya**

Iilwimi zethu ziyasokola kumba wamanani abafundi kumaziko amaninzi emfundo kweli. Ukuzama ukuhlangabezana nale ngxaki kukho Leliphelpha leli-ke licondze ngo ekuhlahleleni kuchumana kwemasiko kanye nemvunulo, tingoma nemigidvo. Kulomsebeni ngitawusebentisana nebagcugcuteli bekuftufukiswa temihambo namasiko eSiSwati, ikakhulu labati kabanti ngemvunulo nemigidvo eSwatini. Umgomo wami kubuta imibuta baholi labasiphohlongo, babili sifundza sisinye kuletifundza etine taseSwatini. Ngitawusebentisa imibut lebhalwiwe, kushaya tincingo kanye nekukhuluma ngamanakudze Skayiphi naMatsapha (Whatsapp)

**Presenter:** Betty Dlamini (Indiana University) **Sponsor(s):** ALTA **10:45am - 11:10am**  
**Target Area(s):** AFL Other Innovations **Language of Presentation:** Zulu **Applicable Language(s):** Zulu

**7C Yoruba 1 Location: Pecan Chair: Adeolu Ademoyo - Cornell University**

**Kíkó Èdè e Yorùbá Nípa Lílò Ìmò Èrò**

Àísí tàbí àìlò ìmò èrò nípa kíkó èdè Yorùbá jé ohun idiwó fún ilòsíwájú èdè yí ní ilú àjèjì. Àwọn Yorùbá jé akíkanjú nínú ìmò èdè ijínlẹ̀. Ídí rẹ̀ niyí tí àwọn míràn fí lè kó èdè yí ní gbogbo àgbáyé. Sùgbón, kí ní ó dé tí àwọn Yorùbá kò jé òkan nínú àwọn akíkanjú nínú ìmò èrò èdè ijínlẹ̀ Yorùbá ní orílẹ̀ èdè Amèríkà? Oríshíríshí ìṣòro ní ó dojúko èdè Yorùbá kíkó ní ilẹ̀ àjèjì bí ó tilẹ̀ jé wí pé a tí ṣe àwọn àṣeyọ́rì díẹ̀ nípa lílò ìmò èrò fún kíkó èdè yí ní ilẹ̀ èkọ̀ gíga. Kí ní a lè ṣe láti mú ilòsíwájú wá fún èdè e Yorùbá kíkó àti wí pé kí ní a lè ṣe láti ṣe àṣeyọ́rì i kíkó èdè yí?

**Presenter:** Òmòwé Fẹ̀yíntólá Mosádomi (University of Texas, Austin) **Sponsor(s):** NCOLCTL **10:15am - 10:40am**  
**Target Area(s):** Yorùbá Language Specific **Language of Presentation:** Yorùbá **Applicable Language(s):** Yorùbá

**Gbígberú èdè yorùbá, ipa tí àtúnjẹ̀wò sí àwọn iwé-ikóni Yorùbá lè kó**

Àwọn àgbá bọ̀, wón ní, òkò àti àdà tí àgbè bá n ló lójojúmó tí kò bá tún un ṣe, dandan ní kí irú òkò tàbí àdà bèè̀ dógùn ún. Àwọn iwé tí a n ló ní kíláàsì Yorùbá ní wón nilò àtúnjẹ̀wò láti lè mú dájú pé àwọn ohun tí ó wà níbè bá igbà àti àsikò mu. Àwòrán àti àwọn orò tó n ló pèlú àwọn àpèrè lábé èkò kòòkan ṣe pàtàkì kí wón bá igbà mú ní iròdún tí a wà yí. Àkíyèsì gégé bí olùkò ní pé, oríṣi mètá ní àwọn akéko tí wón n kèko ní kíláàsì Yorùbá, àwọn tó jé pé wón mò nípa orò tó n ló ní Nàijíríà, àṣà àti iṣe àwọn Yorùbá, àwọn tó mò díẹ̀ nípa àti àwọn tí kò mò rárá nípa orò tó n ló ní Nàijíríà, àṣà àti iṣe àwọn Yorùbá.

**Presenter:** Gabriel Ayòólá (University of Georgia, Athens) **Sponsor(s):** ALTA **10:45am - 11:10am**  
**Target Area(s):** Yorùbá Language Specific **Language of Presentation:** Yorùbá **Applicable Language(s):** Yorùbá

# DAILY PROGRAM

7D

Location: Tulip

Chair: Xiaojing Kou - Indiana University

## Enhancing Oral Proficiency via Telecollaboration in LCTL classrooms: The case of L2 Portuguese

The paper investigates the innovative potential of telecollaborative webcasting for Portuguese college-level courses. By using the Dynamic Systems Theory, it focuses on the nature of and potential for oral proficiency development in the context of a semester-long telecollaborative project between a US and Brazilian universities.

Presenters: Victoria Hasko (University of Georgia)

Co-Presenters: Robert Moser (University of Georgia)

Sponsor(s): NCOLCTL

10:15am - 10:40am

Target Area(s): LCTL Technology

Language of Presentation: English

Applicable Language(s): Portuguese

## Interactive Board in Teaching Foreign Languages

Teacher will be presented with a number examples in listening, speaking, reading and writing using the Promethean Board. It is a communi-cative board with a wide variety of interactive tools. In additon, teachers will acquire the basics of smart boards that will encourage them to go back and pursue deeper trainings in order to use them daily in the classroom.

Presenters: Abdunasser Ahmeda (Dearborn Public Schools)

Sponsor(s): NCOLCTL

10:45am - 11:10am

Target Area(s): LCTL Technology

Language of Presentation: English

Applicable Language(s): All

7E

Location: Willow

Chair: Rabia Redouane - Montclair State University

## Guidelines and Practices of Multiple-Strategy Instruction in an Intermediate L2 Chinese Reading Class

This study investigates how multiple-strategy approaches (Directed Reading and Thinking Activities, Collaborative Strategic Reading, and Concept-Oriented Reading Instruction) can be applied to L2 Chinese intermediate reading class and critiques their strengths and weakness. The curriculum design of incorporating multiple-strategy instruction with L2 reading class can equip learners with the top-down, bottom-up reading strategies, and sociocultural strategies while reading.

Presenters: Yi-Lu Kuo (University of Chicago)

Sponsor(s): NCOLCTL

10:15am - 10:40am

Target Area(s): LCTL Materials Development

Language of Presentation: English

Applicable Language(s): All

## Using games in teaching Kiswahili: Examples from the classroom

Many students get bored with the traditional methods of learning vocabulary. Games have been an alternative in teaching and retention of vocabulary. Use of games in teaching Swahili can be fun and at the same time advance the teaching of Swahili lexicon and communicative competency. This paper discusses some games that I have used in my Swahili classrooms. .

Presenters: Jebet Anne (University of Virginia)

Sponsor(s): ALTA

10:45am - 11:10am

Target Area(s): AFL Material Development

Language of Presentation: English

Applicable Language(s): All



**Chief Host**

# DAILY PROGRAM

N  
Saturday April 23, 2016

## Plenary Session Three

11:30am - 12:30pm

**Location:** Majesty Ballroom I, II, & III

**Chair:** Antonia Schleicher - Indiana University

### Theme: Leadership and the Language Profession

**ABSTRACT:** Support for language education is all around us: the American Academy of Arts & Sciences national Commission on Language Education; states taking action on the Seal of Bilingualism and “credit for competence”; businesses demanding “global talent”; Hill members again openly concerned about language. Yet, enrollments seem not to be responding.

Commissions can recommend, foundations and government may fund, industry will support, but who is to lead? Who else but the language profession itself? We must strengthen our organizations and they must mobilize this new energy towards one goal: to make language education in this country available to all. And our organizations must do it together, in a manner that is cohesive, comprehensive and collaborative.

Now is the time for the profession to position itself to respond to the recommendations of the AAAS commission and to take the lead in proactive implementation. First, the mindset has to be one of responsibility and accountability: we are not waiting for others to lead. Second, each language organization should look to build or strengthen its structure and functions, to make sure that its constituencies (teachers and students) are receiving the full range of services they deserve and that their members are motivated to act, optimistically. Third, organizations should conceive of themselves as part of a whole, the language profession, not “commonly” vs. “less commonly,” or K-12 vs. higher education, or any such like. Fourth, the language education sector should reach out to government, industry, NGO and heritage communities in a common effort: the “Language Enterprise.” Finally, and perhaps most importantly, organizations should nurture new generations of leaders, as any successful effort to make language an integral part of every child’s education in the US will take years of focused and unrelenting effort.



#### Short Bio:

Richard Brecht, Harvard University Ph.D. brings with him five decades of leadership in language research and policy on behalf of education, 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. He has convened major public discussions on language in the United States that have galvanized collaboration across education, industry, government, heritage communities and foreign partners. Dr. Brecht has testified in Congress before the U.S. House of Representatives Committee on Education and Labor, the U.S. House Permanent Select Committee on Intelligence, the U.S. House Armed Services Committee, and the U.S. Senate Committee on Homeland Security and Governmental Affairs. Currently, Dr.

Brecht is co-founder of Global Professional Search LLC, the goal of which is to facilitate employment for language students. He has recently authored one of the white papers for the AAAS Commission on Language education: “America’s Languages: Promise and Challenges.”

Lunch & Exhibition

12:40am - 1:50pm



# DAILY PROGRAM

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## The Harmony Public Schools FLAn Project: Anatomy of a Collaborative Effort.

Harmony Public Schools are K-12 charter schools that focus on science, technology, engineering, and math. This presentation focuses on a model for collaboration used by Samford University and Harmony Public Schools. The project was designed to develop Turkish language instructional materials using the hypermedia editor, FLAn (Foreign Language Annotator).

**Presenter:** Thomas Thibeault (Samford University)      **Co-Presenter(s):** Mihriye Ekren (Harmony Public Schools)  
**Sponsor(s):** NCOLCTL      **3:00pm - 3:25pm**  
**Target Area(s):** LCTL Material Development      **Language of Presentation:** English      **Applicable Language(s):** Turkish

**8C      Session      Location:** Tulip      **Chair:** An Chung Cheng - University of Toledo

### Using Blended Learning as a Collaborative Nexus For Addressing Cultural Appropriacy and Performance-Based Assessment

This study investigated the influence of US culture and how it is used to highlight and address student culture and student-centeredness, while incorporating the target language culture through standards-based teaching. Cultural appropriacy can be viewed as a sociolinguistic paradigm, influenced by the social settings and circumstances imposed on a given situation.

**Presenter:** Marjorie Hall Haley (George Mason University)      **Sponsor(s):** NCOLCTL      **2:00pm - 2:25pm**  
**Target Area(s):** LCTL Research      **Language of Presentation:** English      **Applicable Language(s):** All

### The Role of the STARTALK Language Programs in the Internationalization of Higher Education in the United States

Higher Education Institutions (HEIs) are charged with the responsibility of infusing global competencies among their students. Among these competencies include the ability of their students to interact with the rest of the world. Foreign languages, such as the ones offered through the STARTALK language programs, are crucial tools in facilitating such interactions as well as accelerating internationalization in HEIs.

**Presenter:** Peter Mwangi (Ohio University)      **Sponsor(s):** NCOLCTL      **2:30pm - 2:55pm**  
**Target Area(s):** LCTL Research      **Language of Presentation:** English      **Applicable Language(s):** All

### Translingual practices and identities construction of advanced L2 Chinese learners in an online community

Following the multilingual turn in research, this study investigated the translingual practices of advanced L2 Chinese learners in an online community. Findings showed that various codes are meshed in the virtual contact zone. More interestingly, hybrid and innovative forms of language was created as means to negotiate and construct meanings as well as virtual identities.

**Presenter:** Yingling Bao (Indiana University, Bloomington)      **Sponsor(s):** NCOLCTL      **3:00pm - 3:25pm**  
**Target Area(s):** LCTL Research      **Language of Presentation:** English      **Applicable Language(s):** Chinese

**8D      Session      Location:** Elm (Walden I)      **Chair:** Eva Prionas -Stanford University

### Preaching Beyond the Choir: How the LCTL community can help STARTALK spread the word about the benefits of bilingualism

There is evidence that more than 220 school-year LCTL programs have been established using STARTALK as their catalyst. Representatives from the NSA and NFLC will share information about who the key stakeholders are and what the message should be when trying to establish a LCTL school-year program in your community.

**Presenter:** David Ellis (NFLC - University of Maryland)      **Co-Presenter(s):** Diane Varieur (Cryptologic School)  
**Sponsor(s):** NCOLCTL      **2:00pm - 2:25pm**  
**Target Area(s):** Others LCTL Innovations      **Language of Presentation:** English      **Applicable Language(s):** All

### The myth of not learning a language of the third world: Why and How to overcome?

Despite being the 7th most widely spoken language in the world, Bengali has a very limited number of learners who study it as a foreign language. This paper systematically explores the reasons of the fact and finds ways to overcome the situation in more practical terms.

**Presenter:** Mohammad Shams Ud Duha (Indiana University Bloomington)      **Sponsor(s):** NCOLCTL      **2:30pm - 2:55pm**  
**Target Area(s):** Others LCTL Innovations      **Language of Presentation:** English      **Applicable Language(s):** Bengali

### Report on the teacher training workshops for K-12 Korean language teachers

This proposal reports on two enhanced teacher training workshops (in addition to the upcoming workshop in Spring 2016) hosted by the University's Korean program and includes the workshop design, implementation, and evaluation of the workshops for K-12 Korean language teachers by seeking remedies for various pedagogical issues brought up during the needs analysis survey.

**Presenter:** Sang Yee Cheon (University of Hawaii at Manoa)      **Sponsor(s):** NCOLCTL      **3:00pm - 3:25pm**  
**Target Area(s):** NCOLCTL Teacher Training and Development      **Language of Presentation:** English      **Applicable Language(s):** Korean

Saturday April 23, 2016

# DAILY PROGRAM

## Poster & Language Specific 2

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

**8E**      **Poster Session**      **Location:** Media Lounge      **Chair:** Ramin Sarraf - National University

### Assessment of “Super LCTLs” - Washington State’s Solution.

Washington’s “custom” assessments for Competency-Based Credits or Seal of Biliteracy qualification for 32 “Super LCTLs” with no alternative assessments through national language testing companies. WAFLT and OSPI partnered with Avant Assessment to develop online speaking and writing tests that are evaluated by language professionals from these languages. We will describe the assessments, rating process, challenges faced and future plans

**Presenter:** David Bong (Avant Assessment)      **Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Poster Presentation      **Language of Presentation:** English      **Applicable Language(s):** All

### Interactive games

Games reinforce learning – Vocabulary that has been covered in class comes back in a creative and interactive way using easily learned games. Motivation levels increase and group settings are stimulating and lead to brainstorming. Feedback is immediate and students love a break in the curriculum. Games can be tailored to the individual needs of the students.

**Presenter:** Diana Roller (International Communications Associates Inc.)      **Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Poster Presentation      **Language of Presentation:** English      **Applicable Language(s):** All

### LCTLs at SLACs: Building Capacity by Blending Online Learning and Peer Tutoring

Small Liberal Arts Colleges (SLACs) can increase LCTL offerings by employing native speakers as peer tutors within a self-instructional program. This approach also creates opportunities to experiment with technology and blended learning. This presentation will detail a project to create online course modules and bolster proficiency-based tutoring at a SLAC.

**Presenter:** Claire Moisan (Grinnell College (GC))      **Co-Presenter(s):** Misha Gelnarova, Aminata Kinana, & Karnika Arora (GC)  
**Target Area(s):** LCTL Poster Presentation      **Language of Presentation:** English      **Applicable Language(s):** All

### The Intorduction of The Korean Script

This session will introduce the shapes and the names of the 14 Korean consonants and 10 vowels and how they were created along with how they are combined to make syllables. This lecture will show the uniqueness and the creativity involved in making the Korean script and distinctive features of it.

**Presenter:** Bo Park (Defense Language Institute Foreign Language Center)      **Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Poster Presentation      **Language of Presentation:** English      **Applicable Language(s):** All

**8F**      **Yorùbá**      **Location:** Maple (Walden II)      **Chair:** Oluseye Adesola - Yale University

### Kò Şeku, Kò Şeyẹ: Ilò Èdè Yorùbá Lááárin Àwọn Ọmọ Abíníbí Yorùbá Ní Ilẹ̀ Amẹ̀ríkà

Bí ọjúmọ̀ tí ñ mọ̀, tí ọkánjúwà ñ dàgbà, ni iye àwọn ọmọ abíníbí Yorùbá tí à ñ bí sẹ̀yin odi ñ pọ̀ sí, pàápàá ní ilẹ̀ Amẹ̀ríkà. Ogunlógò àwọn ọmọ̀ yíí ni kò dé ilẹ̀ Nàìjíríà rí, tàbí tí yóò ní ànfàní àti dé ibẹ̀ laipẹ̀ jojo, tí ó jẹ́ pé àwọn ọbí wọn níkàn ní àkàsò fún wọn láti dé ilẹ̀ Nàìjíríà yálá nípá àşà, èdè àti èrò-àgbáyémọ̀. Irú àwọn ọmọ̀ bá yíí kò ní ànfàní láti gbé nínú àşà Yorùbá pátò, bèẹ̀ ní wọn kò ní irírí dàindain nípá síşọ̀ èdè Yorùbáá tí ó yẹ́ kí ó jẹ́ èdè abíníbí wọn.

**Presenter:** Şẹgun Şóşétán (University of Wisconsin)      **Sponsor(s):** ALTA      **2:00pm - 2:25pm**  
**Target Area(s):** Language Specific      **Language of Presentation:** Yorùbá      **Applicable Language(s):** Yorùbá

### Lilo Awọn Iwe Èlẹyọ Awẹ ati Awọn Kaadi Pelebepebe ti a ti Lo ni Inu Kilaasi Tẹlẹ fun Ere Idaraya ni Inu Kilaasi Yoruba ni Orilẹ Ede Amẹrik

Laisi ani ani, kiko nipa ede miran le je ipenija nla, pataki julọ, fun awon omọ orile ede Amerika ti won n ko nipa ede Yoruba alaeyi ti o je wipe gbogbo ona ni o fi yatọ si ede Geesi, ti a ba ni ki a wo molebi ede ti awon ede mejeeji yi wa. Ohun ti eleyi tumo si ni pe oluko ede Yoruba ni Ile Amerika gbodo setan lati ronun nipa orisirisi ona ti o le gba ko awon akekọ yi, eleyi ti yoo si wa ni ibamu si ipenija ti awon akekọ n koju ni inu yara ikekọ. Nitiro eyi gan ni mo se fe so orọ nipa ilana kan ti oluko le lo ni igba ti awon akekọ ko ba se afihan itesiwaju nipa eko ti won n ko, tabi ti won ko ba le so orọ nipa ohun ti won ti ko seyin.

**Presenter:** Taofeeq Adebayo (New York University)      **Sponsor(s):** ALTA      **2:30pm - 2:55pm**  
**Target Area(s):** Language Specific      **Language of Presentation:** Yorùbá      **Applicable Language(s):** Yorùbá

### Ọnà Ikóni Onibára-eni-sọrọ Nikan Kò Tó

Àrọyẹ̀ mi nínú bẹ̀bà yíí dá lórí irírí mi gẹ́gẹ́ bíi olukó Yorùbá ní ilẹ̀-ẹ̀kọ̀ gíga Wisconsin ní Madison. Àwọn ọ̀jọ̀gbọ̀n tí se iwadi nipa ànfàní tí ó rọ̀ mọ̀ lilo ọ̀nà ikóni onibára-eni-sọrọ̀ fún kíkọ̀ àwọn akekẹ̀kọ̀ àjọ̀jì ní Yorùbá. Bí ó tilẹ̀ jẹ́ pé èsì iwáadí fí hàn wípé ilàná yíí ní àwọn ànfàní tí ó rọ̀ mọ̀; nínú bẹ̀bà yíí, mo fẹ́ pé àkíyèsì wa sí àwọn idiwọ̀ tí ó rọ̀ mo ilàná yíí fún kíkọ̀ ẹ̀yà èdè àti àşà Yorùbá. Irírí tí fí yé mi pé ilàná ọ̀nà ikóni onibára-eni-sọrọ̀ nikan kò dára tó fún kíkọ̀ àwọn akekẹ̀kọ̀ nípá kíkọ̀ àti bí a se ñ pé fáwẹ̀lì àti kónsónàntì. Fún idí ẹ̀yí, mo jìyàn pé ó yẹ̀ fún wa lati gbé àwọn ilàná kíkọ̀ miràn bí ilàná alaisoro, suggestopedia, àti bèẹ̀ bèẹ̀ lọ̀. yèwò. Iwáadí mi fí hàn pé lilo ọ̀nà ikóni

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onibára-eni-sòrò pèlù àwọn ilàná yíi yóò mú àwọn akèkò se àseyòrí.

**Presenter:** Olágbénrò Oládípò (University of Wisconsin) **Sponsor(s):** ALTA **3:00pm - 3:25pm**  
**Target Area(s):** Language Specific **Language of Presentation:** Yorùbá **Applicable Language(s):** Yorùbá

**Swahili extended meeting time****3:00pm - 5:00pm**

**8G Swahili Location:** Willow **Chair:** Leonard Muaka - Winston Salem State University

**Umuhimu wa Kutahini wanafunzi wa Kiswahili kwa kuzingatia vigezo vya ACTFL vya uzungumzaji(OPI) na Uandishi(WPT).**

Ufunzaji wa lugha ya Kiswahili kama lugha ya kigeni hufuata taratibu kama za lugha zingine za kigeni. Mojawapo wa taratibu hizi ni utanini wa wanafunzi kwa kutumia vigezo vya uzungumzaji na uandishi.

Wasilisho langu litalenga kuonyesha kwa kutuo mifano ya jinsi ya kutahini wanafunzi wanaosoma Kiswahili kama lugha ya kigeni kulingana na vigezo vya ACTFL.

**Presenter:** Samuel Mukoma (Stanford University) **Sponsor(s):** ALTA  
**Target Area(s):** AFL Teacher Training and Development **Language of Presentation:** English **Applicable Language(s):** Swahili

**Ndege wote walia: umuhimu wa mashairi katika ufundishaji wa lugha ya Kiswahili na utamaduni wa Waswahili**

Wasilisho linaelezea umuhimu wa mashairi katika kufundisha lugha ya Kiswahili na utamaduni wa Waswahili. Mwandishi ametumia shairi Kila ndege analia lililotungwa na Filipo Lubua. Shairi hili limezingatia kaida za mashairi ya kijadi ya Kiswahili. Mada na msamiati unarejelea aina za ndege na uhusiano walionao na Waswahili. Ujumbe wa shairi ni imani asi waliyonayo Waswahili kuhusubundi. Wasilisho linaelezea umbo wa ushairi, msamiati, sarufi, na imani ya Waswahili.

**Presenters:** Jonathan Choti (Michigan State University) **Sponsor(s):** ALTA  
**Target Area(s):** Swahili **Language of Presentation:** Swahili **Applicable Language(s):** Swahili

**Nafasi ya Kichina katika Kuwanda Wakenya kwa Karne ya Ishirini na moja**

Karne ya ishirini na moja (K21) imeunganisha ulimwengu katika nyanja zote kupitia kwa utandawazi. Utandawazi umebomoa mipaka na vikwazo ambavyo vilidumaza usafirishaji wa watu, bidhaa, habari na huduma muhimu duniani kote. Kutoweka kwa vikwazo hivi kumezua nafasi chungu nzima na hali kadhalika changamoto za kila aina. Nafasi zinazotokana na utandawazi huwashirikisha watu kutoka kila pembe ya dunia. Aidha, changamoto zinazohusishwa na utandawazi zinahitaji juhudi za pamoja kuzitatua. Kwa hivyo, utandawazi umesababisha ushirikiano sambamba na ushindani mkubwa. Ili kufaidi kutokana na nafasi maridhawa za utandawazi na kujihami kupambana na changamoto zake katika K21, kila taifa linajitahidi kivyake kuwaandaa wananchi wake kuchuma matunda ya utandawazi pamoja na kukabiliana na changamoto zinazoibuka kila uchao.

**Presenters:** Peter Mwangi & Magdalene Ogoti **Sponsor(s):** ALTA  
**Target Area(s):** Swahili **Language of Presentation:** Swahili **Applicable Language(s):** Swahili

**Matatizo ya tafsiri za Kiswahili Mtandaoni: Mifano ya kazi za wanafunzi wa Kiswahili**

Kuwepo kwa teknolojia za kisasa, kunawasukuma wanafunzi wa lugha kutumia mtandao ili kupata tafsiri za maneno. Iksiri hii itazungumzia matatizo na changamoto inayoibuka wakati wanafunzi wa Kiswahili wanapotumia mtandao ili kupata tafsiri. Kisha nitazungumzia na kujadili mbinu za kufundisha wanafunzi jinsi ya kutumia mtandao ili kupata tafsiri bora za lugha chanzi yenye kuhifadhi mawazo yao.

**Presenter:** Anne Jebet (University of Virginia) **Sponsor(s):** ALTA **9:00am - 9:25am**  
**Target Area(s):** AFL Methodology **Language of Presentation:** Swahili **Applicable Language(s):** Swahili

**8H Zulu Location:** Dogwood **Chair:** Betty Dlamini - Indiana University

**IiProjekthi zokuphuhlisa iilwimi zethu: Ezonyango kunye nemigomo yolwimi (Medical Terms and World Readiness Standards) in IsiZulu**

Iilwimi zethu ziyasokola kumba wamanani abafundi kumaziko amaninzi emfundo kweli. Ukuzama ukuhlangabezana nale ngxaki kukho imi-zamo yokuzenza zidingeke kwimiba ebalulekileyo yemfundo kumacandelo ngamacandelo. Sizakwethula ke imixhamsholo emibini: owokuqala ngowolwimi olungamene nezonyango, owesibini yimiqathango/ imigomo (izitandathi) emiselwe ukufundwa kweelwimi zasemzini kwelase-mzini, simele isiZulu ke thina. IsiZulu sona simele iilwimi zesiNguni zone zaseMzantsi Afrika. Zikho nezinye iilwimi ezikweli phulo ezaseMpuma naseNtshona Afrika.

**Presenter:** Zoliswa Maili (Boston University) **Sponsor(s):** ALTA **2:00pm - 2:25pm**  
**Target Area(s):** AFL Other Innovations **Language of Presentation:** Zulu **Applicable Language(s):** Zulu

# DAILY PROGRAM

## Parallel Session 9

**3:45pm - 4:45pm**

**9A Session Location: Dogwood Chair: Bill Rivers - JNCL**

### Teaching Culture Using Concepts of Sociolinguistics

This presentation is about "teaching culture using concepts of Sociolinguistics". I refer to some concepts of Sociolinguistics and present a sample comparative analysis of the cultures of native and target languages. Some cultural activities in and out of the classroom and the positive role of heritage students will be discussed.

**Presenter:** Aazam Feiz (University of Illinois at Urbana Champaign) **Sponsor(s):** NCOLCTL **3:45pm - 4:10pm**

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

### The National Foreign Language Center (NFLC) Resource Portal and STARTALK Infrastructure Resources

The National Foreign Language Center and STARTALK have produced thousands of resources in over 80 languages to support the LCTL community. This session will illustrate the nature and variety of these materials that are publically available via NFLC's web-based portal and the STARTALK website, with hands-on demonstrations for participants.

**Presenter:** Natalie Corbin (National Foreign Language Center (NFLC)) **Co-Presenter(s):** Bryan Anderson (NFLC)

**Sponsor(s):** NCOLCTL **4:15pm - 4:40pm**

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

**9B Session Location: Pine Chair: Onibon Nosiru Olajide - Lagos State University**

### Who Cares About Arabic Spelling? You Should

In this session attendees will learn about spelling errors made by L1 English speakers who learn Arabic as a foreign language and their perceptions regarding the role of this skill in learning the language. Common types of errors will be highlighted as well as strategies students use to prevent them. Participants were college level students in their second and third year of Arabic studies. They were given written tasks and those were analyzed for spelling errors. Their perceptions and strategies were collected by means of questionnaire and semi-structured follow-up interviews. The results show a variety of spelling errors among them omitting lengthening letters and wrong letter choice.

**Presenter:** Hezi Brosh (U.S. Naval Academy) **Sponsor(s):** NCOLCTL **3:45pm - 4:10pm**

**Target Area(s):** LCTL L2 Research **Language of Presentation:** English **Applicable Language(s):** Arabic

### Teaching Fushah to non heritage speakers

Passionately teaching fushah Arabic and Arabic culture to non-heritage speakers (an untapped and understudied market) is a challenge. The multi-lingual writer has taught Arabic since 1985 to young and old, Muslim and non-Muslim, non-heritage as well as heritage speakers using jingles, sing-song methods, jokes, stories, aphorisms, abundant colors, creative texts, games, audio/audio-visual material.

**Presenter:** Achmat Salie (University of Detroit Mercy) **Sponsor(s):** NCOLCTL **4:15pm - 4:40pm**

**Target Area(s):** LCTL Methodology **Language of Presentation:** English **Applicable Language(s):** Arabic

**9C Session Location: Pecan Chair: Susan Schmidt - Colorado University**

### Using Zulu Costumes and Accessories for the Teaching and Learning of the Culture Component of Language Instruction: Collaborations Locally and Abroad

Language learning in adulthood can be a great challenge, so it is important to place the learners' needs and interests as priority in designing the course content of language learning. My paper will discuss how arts and crafts are used in the teaching of isiZulu, while maintaining the satisfaction of the required standards of foreign language learning in America.

**Presenter:** Betty Dlamini (Indiana University) **Sponsor(s):** ALTA **3:45pm - 4:10pm**

**Target Area(s):** Other AFL Innovations **Language of Presentation:** English **Applicable Language(s):** Zulu

### Teaching Trades for Language Learners

Designing activities is one major task to language teachers who seek for new and different ways to connect and engage their students. This presentation introduces five activities that were adapted from ESL teaching methodology and were successful for Korean language learners and that can be adaptable to other language instruction.

**Presenter:** Myounghee Cho (University of Rochester) **Sponsor(s):** NCOLCTL **4:15pm - 4:40pm**

**Target Area(s):** LCTL Material Development **Language of Presentation:** English **Applicable Language(s):** Korean

# DAILY PROGRAM

Saturday April 23, 2016

**9D Session Location: Oak Chair: Ramin Sarraf - National University**

## SCOLA: Authentic Language Materials from Over 175 Countries

SCOLA is a non-profit educational organization that provides authentic foreign language materials and resources in more than 175 native languages.

SCOLA's mission is to help the people of the world learn about one another; their cultures, their languages and their ideologies. SCOLA emphasizes the importance and effectiveness of modern information technology as a tool in overcoming barriers to global understanding and will remain at the forefront of its application.

I will present on SCOLA's new website and do a brief walkthrough of each of the services. Feel free to bring your own laptop to follow along. I will be giving you a free temporary login which you may take back to your school and share with other faculty through the end of May.

**Presenter:** Kathryn Larson (SCOLA) **Sponsor(s):** NCOLCTL **3:45pm - 4:45pm**  
**Target Area(s):** LCTL Material Development **Language of Presentation:** English **Applicable Language(s):** All

**9E Session Location: Elm (Walden I) Chair: Nik. Ilieva - New York University**

## Boren Scholarships and Fellowships

This presentation, featuring data from 2,466 Boren Awardees in more than 50 less commonly taught languages over a 15 year period, will demonstrate the value of longer-term study abroad on oral language proficiency gains, including detailed breakdowns from eight languages. Additional findings that will be highlighted are the gains expected from new language learners and the probability of a learner achieving advanced level proficiency during study abroad of various durations. This presentation is significant to LCTL researchers and instructors who can better prepare students for language study abroad

This presentation will provide an overview of the data and findings released in the 2015 report, The Boren Awards: A Report of Oral Language Proficiency Gains during Academic Study Abroad. A large scale analysis of language proficiency gains using the data from the Boren Scholarship and Fellowship Awards included 2,466 students in more than 50 languages over a 15-year period. Given that most prior research on language gains has focused largely on commonly taught languages, a comprehensive report on less commonly taught languages that are frequently described as more difficult to learn is essential to enhancing the understanding of second language acquisition for all types of languages in U.S. education. The purpose of this presentation is to inform LCTL professors, instructors, and program administrators about the role of study abroad in the LCTL students' language development.

**Presenter:** Leah Monson (Institute of Int'l Education) **Sponsor(s):** NCOLCTL **3:45pm - 4:10pm**  
**Target Area(s):** All **Language of Presentation:** English **Applicable Language(s):** All

## Making African Language Textbooks Current: Newspapers in African Language as a Clue

The works of the likes of Antonia Yetunde Folarin Schleicher and Philip J. Jagar on the use of newspapers in teaching African languages are based on print newspapers. Although both make a tremendous contribution, some of the newspapers and the information in them are now obsolete; they may not reflect current trends. In this era of Internet, the dynamic nature of human society reaches the entire world, and online newspapers reports or communication that capture such trends has a role to play in educating the public or updating their knowledge. Using Yoruba as a case study, this presentation examines existing African language books and their constraints in America, Internet impact, and its constraints. The presentation also highlights how African language book writers and/or publishing companies can produce African language textbooks with useful input from available online newspapers in African languages today. The purpose of this presentation is twofold: to show the limitation of the existing attempts and to offer suggestions that can help existing and aspiring African language book writers and/or publishers to enhance their productions.

**Presenter:** Bayo Omolola (Howard University, Washington, DC) **Sponsor:** ALTA **4:15pm - 4:40pm**  
**Target Area:** AFL Material Development **Language Presentation:** English **Applicable Language(s):** All



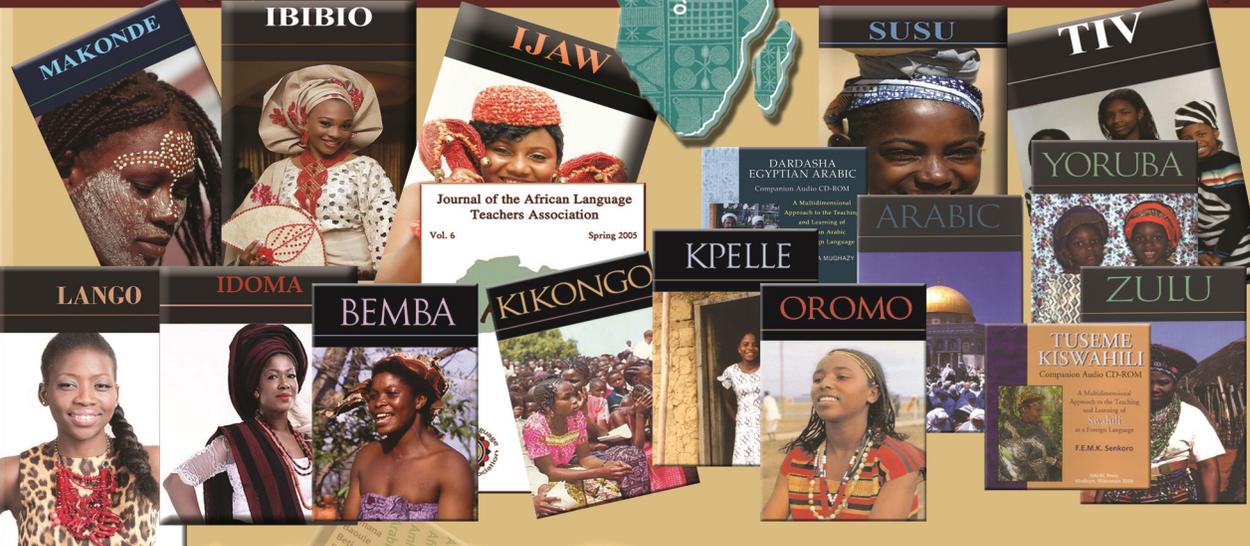
# DAILY PROGRAM

Saturday April 23, 2016



NALRC - College of Arts & Sciences

Indiana University



# NALRC

1900 E. 10th Street  
 701 Eigenmann Hall  
 Bloomington, IN 47406  
 Ph: 812-856-4199 Fax: 812-856-4189  
 Email: [nalrc@indiana.edu](mailto:nalrc@indiana.edu)  
<http://nalrc.indiana.edu>

## National African Language Resource Center

# DAILY PROGRAM

**Plenary Session 4**

**5:00pm - 6:00pm**

**Location:** Majesty Ballroom I, II, & III

**Chair:** Adeolu Ademoyo - Cornell University

**THEME:** Building Your Core: Effective Practices for Language Learners and Educators

**ABSTRACT:** What's at the core of effective language learning? Educators using research-informed practices develop language proficiency plus literacy and critical thinking skills. Learners demonstrating real applications of language become a program's strongest advocacy. Unwrap what's behind teacher efficacy and empowerment; experience and identify core practices for effective learning. Framed by research on teacher recruitment and retention and informed by program realities, tap ACTFL's numerous resources and ongoing networks supporting language educators.

**Short Bio:**



Pete Swanson is Associate Professor of Foreign Language Education at Georgia State University in Atlanta. He serves as Coordinator of K–12 Foreign Language Education and as Director of Graduate Studies. Swanson teaches undergraduate and graduate level courses focused on K–12 methodology, technology integration, assessment, and research in second/foreign language. Swanson is active in both higher education and pre-K–12 schools. He is a frequent presenter at state, regional, national, and international conferences. He has published in numerous journals, including *Foreign Language Annals*, *Hispania*, and *The Canadian Modern Language Review*. His research focuses on identifying the characteristics of highly efficacious teachers and integrating digital technology into instruction and assessment. In his book, *Identifying and Recruiting Language Teachers: A Research-Based Approach*, he advances an innovative approach to building a strong workforce of language educators. Swanson bridges all levels of language educators by serving on state and regional organization's boards such as the Georgia chapter of the American Association of Teachers of Spanish and Portuguese (AATSP–GA) and the Southern Conference on Language Teaching (SCOLT). He serves as co-chair of the teacher education special interest group for the Computer-Assisted Language Instruction Consortium. He was the recipient of the AATSP–GA University Professor of the Year Award in 2013, Foreign Language Association of Georgia (FLAG) Post-Secondary Leadership in Foreign Languages Award in 2010, and the Arch Coal Wyoming Teacher Achievement Award in 2001. Swanson has served as co-chair of the ACTFL–NFMLTA/MLJ Emma Marie Birkmaier Award and the national ACTFL/CAEP Audit Team.

Saturday April 23, 2016

**Awards Ceremony & Banquet Dinner**

**7:00pm - 12:00pm**

**Location: Majesty Ballroom I, II, & III**



# DAILY PROGRAM

## Plenary Session 5

9:00am - 10:00am

Sunday April 24, 2016

**Location:** Majesty Ballroom II, & III

**Chair:** An Chung - University of Toledo

### THEME: The National Foreign Language Center (NFLC) E-Learning Portal

**ABSTRACT:** Over the past decade, the National Foreign Language Center has produced over 13,200 learning objects, video learning objects, and assessment objects in 94 languages and dialects. It has also produced full-length courses and job aids, on topics as varied as translation, ILR-level passage rating, and Arabic variants identification. Because of this rich and varied content, the NFLC decided to create a web-based portal that houses the majority of this material. The purpose of this presentation is to illustrate the nature and variety of these materials, as well as the benefits for individual, groups, and learning managers. These materials that were previously unavailable to the public are now available through the NFLC E-LEARNING PORTAL.



#### Short Bio:

Bryan Anderson is Director of Art & Media Production at the National Foreign Language Center at the University of Maryland, serving in this capacity since 2004. Mr. Anderson manages all audio and video production for the NFLC, as well as overseeing user interface design and web technologies. His extensive background as an audio engineer, video producer, and successful Internet entrepreneur give him a unique set of skills that inform much of the work of the NFLC. In addition to his technical skills, Mr. Anderson is a classically trained musician and spent years as a performer, arranger, orchestrator, and producer. His musical talents have been heard in places as diverse as Los Angeles, Miami, London, and Nashville, and he has provided musical services to Hal Leonard Publishing, Roland Corporation, and the Disney Corporation. Bryan holds a B.A. in Music Theory from Azusa Pacific University, with additional studies in computer science.



# DAILY PROGRAM

**Parallel Session 10 - Language Specific 3**

**10:00am - 11:10am**

**10D Yorùbá**

**Location:** Tulip

**Chair:** Segun Soetan - Wisconsin University

**Ipa Ilò Èdè lórí Kíkó Èdè Yorùbá Gégé bí Èdè Àjèjì**

Kii ɛ n̄kan tutun pé èdè Yorùbá ti di òkan gbòógii nínú èdè Afiriká tí a n̄ kò káákiri àgbáyé gégé bí èdè àjèjì. Bí kíkó èdè yíí tí n̄ gbòòro síí ni onírúnú ipènjá fún kíkó èdè Yorùbá n̄ yojú, èyí tí ó sì nílò àbòjútó. Pàtáki nínú ipènjá yíí ni ilò èdè Yorùbá fún kíkó Yorùbá gégé bí èdè àjèjì, bí àpèrè ni àwọn ọ̀rọ̀ tí a n̄ ɛ àmúlò wọn fún idánilékò. Írírí wa nínú kiláàsì èdè Yorùbá n̄ tọka sí ipènjá pàtáki méjì. Ìkiíní ni àyípadá sí ọ̀pọ̀lọ̀pọ̀ àwọn ọ̀rọ̀ fún kíkó èdè Yorùbá. Ìkejì sì ni ɛ́sèdà ọ̀rọ̀ tuntun tàbí wíwá itumò fún àwọn ọ̀rọ̀ tí ó ɛ́sè n̄ jeyọ pàápá nípàsè tẹ̀kínlọ̀jì àti bí ayé ɛ n̄ gbòòrò síí. Bí ó tilẹ̀ jẹ̀ pé àwọn aṣẹwáadií n̄ ɛ́ ɛ́sè lórí i àwọn èdè iperí Yorùbá, a lérò pé ó ɛ́ pàtáki fún wa láti pe àkíyèsí sí ɛ́sèdà èdè tí ó máa wúlò fún kíkó Yorùbá gégé bí èdè àjèjì.

**Presenter:** Adeola Adegoke (University of Wisconsin)

**Sponsor(s):** ALTA

10:10am - 10:35am

**Target Area(s):** Language Specific

**Language of Presentation:** English

**Applicable Language(s):** Yorùbá

**Kíkó Àwọn Akẹ̀kọ̀ ní Èdè-àfarasọ̀ àti Ègọ̀**

Òkan lára ọ̀nà tí Yorùbá fi yàtò sí àwọn èdè miíràn ni pé Yorùbá kíí fi gbogbo ẹ̀nu sọ̀rò. Wọn ní àbò ọ̀rọ̀ ní à n̄ sọ̀ fún ọ̀mọ̀lúábí, bó bá dénú ẹ̀ yóò dodidi. Nítorí náà, ó ɛ́ pàtáki kí ọ̀júlówó ọ̀mọ̀ Yorùbá mọ̀ igbà tí wọn bá n̄ pé ọ̀rọ̀ sọ̀ fún ọ̀nà àti igbà tí wọn bá n̄ fi gbogbo ẹ̀nu sọ̀rò fún ọ̀nà. Bí a bá n̄ jẹ̀ ọ̀mọ̀ Yorùbá lẹ́gọ̀, ó yẹ̀ kí ó mọ̀. Yàtò sí èyí, èébú gidí ni kí Yorùbá sọ̀ pé èniyàn kò mọ̀ ojú tàbí pé èniyàn kò mọ̀ra. Nítorí náà, ọ̀mọ̀ Yorùbá gbòdò mọ̀ ojú kí ó sì mọ̀ ara.

**Presenter:** Olúṣẹ̀yẹ̀ Adéṣọ̀lá (Yale University)

**Sponsor(s):** ALTA

10:40am - 11:05am

**Target Area(s):** Language Specific

**Language of Presentation:** English

**Applicable Language(s):** Yorùbá

**NCOLCTL Executive Board Meeting**

**\* 12:00pm - 2:00pm | Venue: Empire**

# DAILY PROGRAM

**Parallel Session 10**

**10:10am - 11:40am**

10E Session

Location: Elm (Walden I)

Chair: Zoli Mali - Boston University

## **What Happens in Diaspora: Attrition and Maintenance of Home Languages in Indian Diaspora in the United States**

This study examines the attrition and maintenance of Indian diasporic home languages in the United States. It explores the attitudes of the first, second, and third generations toward their home languages, and investigates the underlying factors and forces that shape their language preferences. Furthermore, this study inquires as to how multilingualism affects an individual's linguistic and social identity.

**Presenter:** Brajesh Samarth (Stanford University)

**Sponsor(s):** NCOLCTL

10:10am - 10:35am

**Target Area(s):** NCOLCTL L2 Research

**Language of Presentation:** English

**Applicable Language(s):** All

## **Using "BookBox" to Develop Reading Skills in African Languages**

Much study is done on using audiobooks in language teaching, limited research exist on the impact of translated audio-visual story books to teach African languages. This study explores how "BookBox" audio-visual stories impact Swahili students' language proficiency. Data shows students using "BookBox" increased their vocabulary, read better and faster. Teaching and research implications are discussed.

**Presenter:** Dainess Maganda (The University of Georgia)

**Sponsor(s):** ALTA

10:40am - 11:05am

**Target Area(s):** AFL L2 Research

**Language of Presentation:** English

**Applicable Language(s):** All

## **Students Recruitment to Language Class**

Recruitment has been one of the main topics in schools and between teachers, mainly the newly employed. The debate, very often, rotates around the success in recruiting students. The success of any classroom depends strongly on the number of students registered for that program. That is the reason why newly recruited teachers are asked to explain how they are going to do in order to bring more people in their program when they are hired.

**Presenter:** Amadou Sow (Indiana University, Bloomington)

**Sponsor(s):** ALTA

11:10am - 11:35am

**Target Area(s):** AFL L2 Research

**Language of Presentation:** English

**Applicable Language(s):** All

Sunday April 24, 2016



# 2016 Walton Award Winner

**Congratulations Dr McGinnis for receiving the 2016 Walton Award**



Dr. Scott McGinnis (Ph.D., Ohio State University, 1990) is the Academic Advisor for the Washington Office of the Defense Language Institute (DLI). He also holds the academic rank of tenured full professor at DLI. Between 1999 and 2003, he served as the first Executive Director of the National Council of Less Commonly Taught Languages at the National Foreign Language Center (NFLC) in College Park, Maryland. In over three decades in the language teaching profession, he has held positions at institutions including the University of Pennsylvania and Middlebury College, and has a decade of experience as supervisor of the Chinese language programs at the University of Oregon and the University of Maryland. Dr. McGinnis has authored or edited five books and

over 50 book chapters, journal articles and reviews on language pedagogy and linguistics for the less commonly taught languages (LCTL) in general, and Chinese and Japanese in particular.

Within the LCTL profession, Dr. McGinnis has worked to bring about greater interaction and cooperation among the five principal settings within which LCTL learning and teaching are carried out; namely, academic, government, heritage, proprietary, and overseas. He has twice served as president of the Chinese Language Teachers Association (CLTA), and has regularly been an invited participant for major projects on standards, articulation, teacher training, and materials development sponsored or funded by the Modern Language Association (MLA), the National Endowment for the Humanities (NEH), and the United States Department of Education (USED). Dr. McGinnis is the former chair of The College Board Chinese Language Test Development Committee for the Educational Testing Service. His current professional responsibilities include serving as Coordinator for the Interagency Language Roundtable (ILR) for the United States Government.

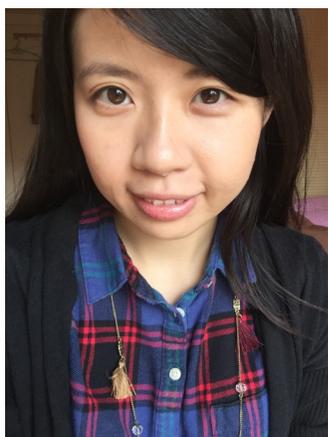
## 2016 NFMLTA Award Winners



**Myriam Abdel-Malek** is a PhD candidate in the Language, Literacy, & Culture at the University of Pittsburgh, PA. She has taught Arabic at several institutions of higher education in the US as well as in the foreign language teacher preparation program at the University of Pittsburgh. Her research interests include teaching writing informed by genre and systemic functional linguistics, performance assessments, and high-leverage teaching practices in foreign language teacher preparation.

**Miaochun Wei (魏妙純)** a native Mandarin Chinese and Southern Min dialect speaker and has worked as a Mandarin Chinese instructor since 2000. She was a teaching assistant for distance instruction with Keio University in Japan, an instructor at both the Mandarin Training Center at National Taiwan Normal University in Taiwan and in Princeton in Beijing, China. She taught Chinese at Hamilton College, and ACC-STARTALK in New York. She has joined the George Washington University as a teaching instructor in the Chinese language since 2007.

She earned her Master's Degree in Graduate Institute of Teaching Chinese as a Second/Foreign Language from National Taiwan Normal University in Taiwan and a Bachelor of Arts Degree in Foreign Languages and Literatures with minors in Spanish Language and in Education from National Cheng Kung University in Taiwan. Currently she is doctoral candidate specializing in Curriculum and Instruction at Graduate School of Education and Human Development, GW. Mainly focused on Chinese as a world language, her research interests include second language development, language assessment, hidden curriculum, and teacher's professional development. She is also an ACTFL certified full-range Mandarin tester.



**Xin Zhang** is currently a Ph.D. candidate in Chinese Language Pedagogy in the Department of East Asian Languages and Literatures at The Ohio State University. Her experiences in teaching Chinese as a Foreign Language(CFL) include teaching Chinese at all levels at The Ohio State University, OSU Chinese distance learning program, Critical Language Scholarship program, OSU Chinese Flagship summer study abroad intensive language programs, Gahanna School District K-12 Chinese program (Columbus, Ohio), and Metro High School (Columbus, Ohio). In addition to teaching, she has worked on developing material and curriculum for both K-12 and college-level intermediate and advanced level Chinese. Xin's recent research focuses on the advanced level Chinese skills and in the design of language programs preparing learners for the highest levels of performance in CFL. In particular, her dissertation investigates the role of four-character Chinese idioms in establishing L2 learners in purposeful communication with Chinese counterparts, and proposes pedagogically sound suggestions regarding the teaching and learning of Chinese idiomatic expressions for language instructors, curriculum designers and material developers.

**Hendryanti, Retno** is a PhD candidate in the Department of Literacy, Culture, and Language Education at Indiana University, with a minor in Instructional System Technology. She has ten-year experience of teaching English as a foreign language to college level students in Indonesia and taught Methods of Teaching Languages to Young Learners for IU School of Education's distance education. She was also a research assistant for the IU e-text initiative project and Big Open Online Course on Educational Assessment in Schools at Indiana University's Center for Research on Learning and Technology. Her research interests include foreign language teacher education, digital literacies for children and adult language learners, and computer-assisted language learning.



## 2016 CONFERENCE PROGRAM

**Shinsuke Tsuchiya** is currently an ABD Ph.D. candidate in Japanese Language Pedagogy in the Department of East Asian Languages and Literatures at The Ohio State University. His experiences in teaching Japanese include teaching Japanese at all levels (including summer intensive programs) at The Ohio State University (OSU) and Brigham Young University (BYU), study abroad program at BYU, Columbus Japanese Language School, Missionary Training Center, and Honda. In addition to teaching, he has worked as a research assistant for Pedagogical Software and Speech Technology at BYU and as a residence facilitator at Japanese House at Foreign Language Student Residence at BYU. He was the past President of Japan Club at BYU and is the current President of Graduate Student Organization of East Asian Languages and Literatures at OSU. Shinsuke's research examines the construct and effects of the native speaker fallacy or the faulty assumption that native speakers are inherently better language teachers than nonnative speakers. In particular, his dissertation investigates how native and nonnative speakers are perceived by language students and teachers of various foreign languages, and the language socialization process of "divergent" language teachers who do not fit in the native/nonnative dichotomy such as dialectal speaker, heritage speaker, and nonnative language teachers with non-English L1.



## 2016 ALTA Research Award Winners



**Peter Mwangi** is a Higher Education and Student Affairs doctoral candidate at Ohio University. He is currently researching on *The Impact of the STARTALK Language Program on the Internationalization of Higher Education in the United States* for his dissertation. Peter has previously obtained two masters degrees from Ohio University, M.A. in Applied Linguistics in 2011 and M.Ed. in Educational Administration in 2012. He obtained his B.A. (Hons) in Language and Literary Studies, Swahili Option, from Moi University, Kenya in 2006. Throughout his graduate programs since 2009, Peter has taught Swahili at various universities in the U.S. He has taught Swahili for 3 ½ years at Ohio University. He has also taught at the Indiana University's and the University of Oregon's Swahili STARTALK programs for high school students from 2011 to 2014. In the summer of 2015, Peter taught Swahili for the University of Virginia's *Project*

*GO*. Peter has presented at many conferences on language issues, Educational reforms in Kenya and internationalization of higher education. Peter is the 2015 recipient of The Gladys W. and David H. Patton College of Education's Bill Butler Award for Outstanding Excellence in Education at Ohio University, 2014-2015 Higher Education and Student Affairs' Joel Rudy Recipient for Outstanding Leadership and Contributions as a Higher Education Administration Doctoral Student at Ohio University and the 2012 The Gladys W. and David H. Patton College of Education's Best Educational Administration Graduate Student Award at Ohio University

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# STARTALK Programs

PROFESSIONAL DEVELOPMENT AND TEACHER RESOURCES

## Second Language and Immersion Methodologies for STARTALK Teachers of Critical Languages\* Grades K-16

Participants in these programs will enhance their understanding of best practices in teaching language through classroom-based discussion and active participation in language-learning groups and activities at Concordia Language Villages. Class discussions focus on immersion methodology and current research on second language acquisition.

More information, including instructional themes and how to apply for the program, can be found on our website at: [ConcordiaLanguageVillages.org/ST](http://ConcordiaLanguageVillages.org/ST)

*\*Critical languages include Arabic, Chinese, Dari, Hindi, Korean, Persian, Portuguese, Russian, Swahili, Turkish and Urdu.*

If you have further questions regarding this program, drop by our booth at the NCOLCTL conference. Or contact Brandon Locke at [blocke@cord.edu](mailto:blocke@cord.edu).



**DATES:** June 26 – July 7, 2016 | **LOCATION:** Bemidji State University, Bemidji, Minnesota

### STARTALK Scholarships

Full scholarships in the amount of \$2,955 are available to participants through the STARTALK program. In addition, each participant will receive up to \$350 to defray the costs of travel to Bemidji, Minnesota.

[WWW.CONCORDIALANGUAGEVILLAGES.ORG](http://WWW.CONCORDIALANGUAGEVILLAGES.ORG) • [CLV@CORD.EDU](mailto:CLV@CORD.EDU) • (800) 222-4750

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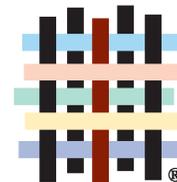
If so, the NLSC is looking for individuals like you.

The NLSC is a national initiative, bringing together people who speak more than one language for the greater good of our country. This is your opportunity to help your language community while supporting government efforts in times of need.

To find out more, visit [NLSCORPS.ORG/NCOLCTL](http://NLSCORPS.ORG/NCOLCTL) or call 1-888-SAY-NLSC (729-6572).

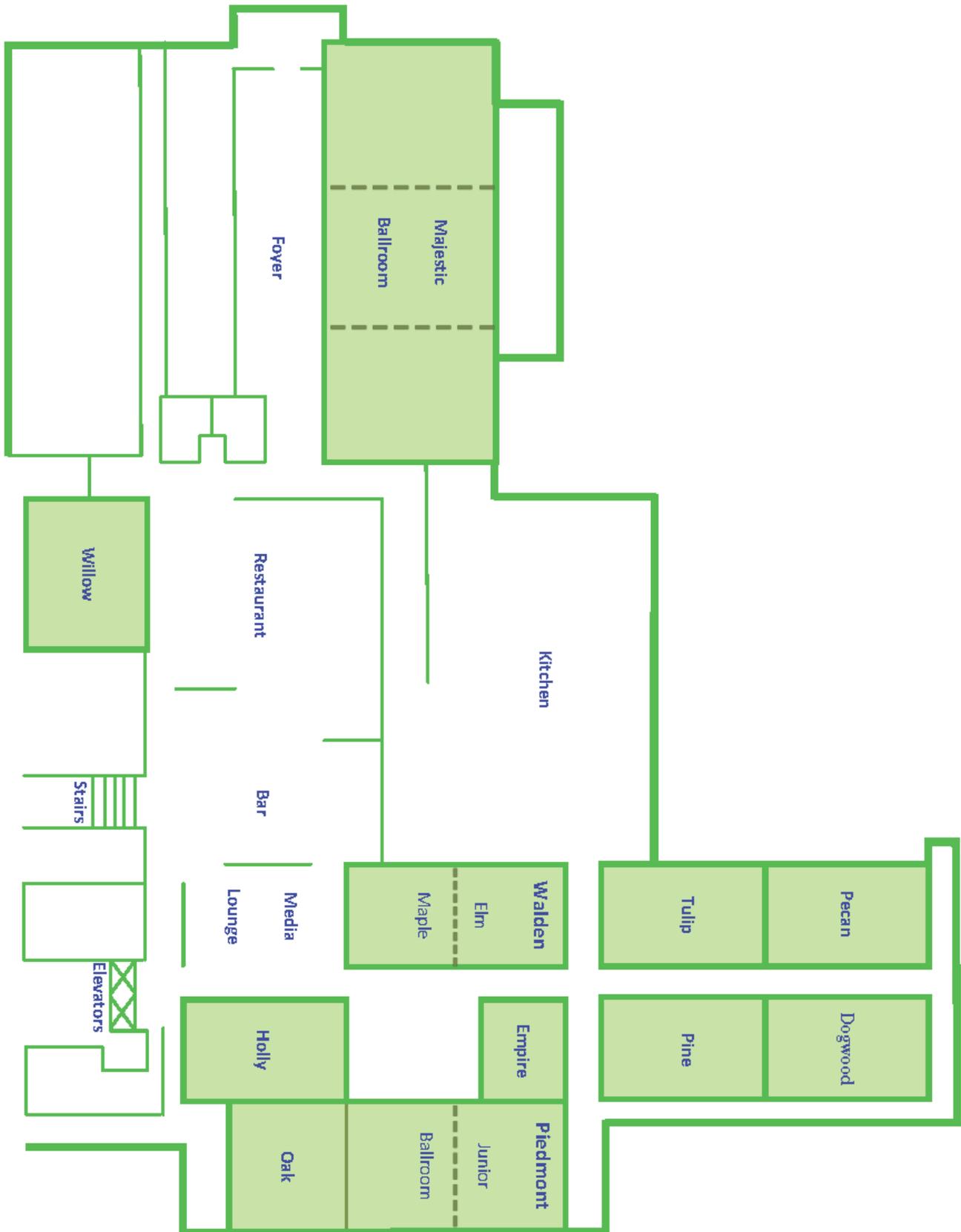
Join today and share this opportunity with your family and friends. You can be the bridge to your community.

**NLSCORPS.ORG/NCOLCTL**



NATIONAL LANGUAGE SERVICE CORPS  
*Language for the good of all.®*

# Hotel Floor Plan/Capacity Chart



# Hotel Floor Plan/Capacity Chart

MEETING ROOM NAME	SQ. FT.	THEATRE	CLASSROOM	BANQUET	CRESCENT	RECEPTION	U SHAPE	HOLLOW SQ
<b>MAJESTIC BALLROOM</b>	3648	400	152	304	212	365	104	88
I	1216	135	51	101	71	122	35	29
II	1216	135	51	101	71	122	35	29
III	1216	135	51	101	71	122	35	29
<b>WALDEN ROOM</b>	1150	128	48	96	67	115	33	28
ELM	575	64	24	48	33	58	16	14
MAPLE	575	64	24	48	33	58	16	14
<b>WILLOW</b>	795	88	33	66	46	80	23	19
PECAN	814	90	34	68	47	81	23	20
TULIP	629	70	26	52	37	63	18	15
<b>DOGWOOD</b>	814	90	34	68	47	81	23	20
PINE	814	90	34	68	47	81	23	20
<b>EMPIRE (BOARDROOM)</b>	378	-	-	-	-	-	-	-
<b>PIEDMONT ROOM</b>	1550	172	65	129	90	155	44	37
WALNUT	800	90	34	68	47	81	23	20
HICKORY	750	83	31	62	44	75	21	18
HOLLY	814	90	34	68	47	81	23	20
OAK	810	90	34	68	47	81	23	20



# Exhibitors

Exhibitors

## NALRC

Booth # 8

National African Language Resource Center  
 College of Arts & Sciences, Indiana University,  
 701 Eigenmann Hall,  
 1900 East 10th Street  
 Bloomington, IN 47406 USA  
 Website: [nalrc@indiana.edu](mailto:nalrc@indiana.edu)  
 Telephone: 8128564199  
 Fax: 8128564189  
 Contact: John Adeika  
 Email: [jooadaik@indiana.edu](mailto:jooadaik@indiana.edu)

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

## World of Reading Ltd /POLYGOT

Booth # 5

World of Reading, Ltd.  
 PO BO 13092  
 Atlanta, GA 30324-0092

Cindy Shapiro Tracy established World of Reading, Ltd. in October, 1989 when she could not find foreign language products for her own children. Her goal was to provide a resource for quality foreign language and ESL products for parents, teachers, librarians, companies, government agencies, etc. She still tries out all the products sold by World of Reading and travels to schools and universities to do workshops on software and music. We strive to promote international and multi-cultural education through the products we offer and because we are not employed by any one publisher, we are delighted to help our customers find the product(s) that best suit their needs.

## VANT ASSESSMENT

Booth # 2

940 Willamette Street, SUITE 530  
 Eugene OR 97401 USA  
 Office: (541) 338-9090  
 Sales: (888) 731-7887  
 Support: (888) 713-7887  
[support@avantassessment.com](mailto:support@avantassessment.com)  
[sales@avantassessment.com](mailto:sales@avantassessment.com)

Avant is a leader in the online assessment of real-world language skills. Our customers include schools and universities around the world. We strive to deliver meaningful and engaging assessments that improve language learning and teaching. We believe in excellence in all that we do, delivering quality tests, serving our clients, and operating our business with integrity. Avant is owned by its managers and the University of Oregon Foundation.

David Bong is the CEO of Avant Assessment, which he co-founded in 2001 with Dr. Carl Falsgraf, formerly the Director of the Center for Applied Second Language Studies (CASLS). From 2010 to 2013 he stepped back from Avant to develop EARL, an iOS app that enabled people who had lost their sight to access thousands of digital newspapers, magazines and books through speech recognition and text-to-speech technologies. Earlier David was COO and co-founder of Step.com, a Silicon Valley-based web service providing information on listed US companies to the Japanese individual investor market; and the Japan Managing Director of Kroll Associates, a leading international corporate investigative and security consulting firm, with additional postings in Hong Kong and the US. He has a BA in the College of Social Studies and Japanese History from Wesleyan University, and speaks Japanese.

## CLE

Booth # 9

Center for Language Excellence (CLE)  
 Indiana University  
 College of Arts & Sciences  
 1900 E. Tenth Street, Eigenmann Hall #1131  
 Bloomington, IN 47406-7512  
 (Tel): 812.855.4060  
 Email: [iucle@indiana.edu](mailto:iucle@indiana.edu)  
<http://www.indiana.edu/~iucle/>

**Contact :** Laura McClellan, Assistant Director  
[lkmcclel@indiana.edu](mailto:lkmcclel@indiana.edu), 812-856-4490

The Center for Language Excellence promotes, supports, and enhances the learning and teaching of languages at Indiana University through (1) Proficiency-Based and Standards-Based Instruction, (2) Professional Development and Research, (3) Assessment of Language Learning Outcomes, and (4) Online Language Education.

## IU CIBER

Booth # 3

Indiana University  
 Kelley School of Business  
 316 N. Jordan Avenue  
 Bloomington, IN 47406-7513  
 (812) 855-5944  
 Fax: (812) 855-9006  
[IIB@indiana.edu](mailto:IIB@indiana.edu)  
 Contact: Vicky Dickson

Providing the resources U.S. businesses need to compete in today's rapidly changing world. At the IU Center for International Business Education and Research (CIBER), housed in the Institute for International Business, we leverage the institutional strengths of Indiana University and the Kelley School of Business to help U.S. businesses compete successfully in the global marketplace. We are a national resource center — one of only 17 such centers funded by a Title VI grant from the U.S. Department of Education.

## CONCORDANCE LANGUAGE VILLAGES

Booth # 6

901 Eighth Street South  
 Moorhead  
 56562  
 Minnesota. MN  
 United States  
[mchen@cord.edu](mailto:mchen@cord.edu)  
 619-925-2035

We are a community of educators from all corners of the globe passionate about learning every minute of the day. Everyone—from Ph.D-level instructors with years of language-teaching experience, to former villagers returning as counselors for the first time—brings a unique expertise in language and culture.

# Exhibitors/ Exhibition Floor Plan

## National Language Service Corps (NLSC)

Booth # 4

General Dynamics Information Technology  
 3120 Fairview Park Drive  
 Falls Church, VA 22042  
 (Tel): 812.855.4060  
 Email: iucle@indiana.edu  
 http://www.gdit.com/

**Contact : Bryan Cramer**  
 bryan.cramer@gdit.com , 571-533-3182

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

## Institute of International Education (IIE) Booth # 7

809 United Nations Plaza  
 New York, NY 10017  
 Tel: 202-326-7733  
 jcary@iie.org  
 Contact: Jeffrey Cary

Founded in 1919, the Institute of International Education® (IIE) is a private not-for-profit leader in the international exchange of people and ideas. In collaboration with governments, foundations and other sponsors, IIE creates programs of study and training for students, educators and professionals from all sectors. These programs include the flagship Fulbright Program and Gilman Scholarships administered for the U.S. Department of State. IIE also conducts policy research, provides resources on international exchange opportunities and offers support to scholars in danger.

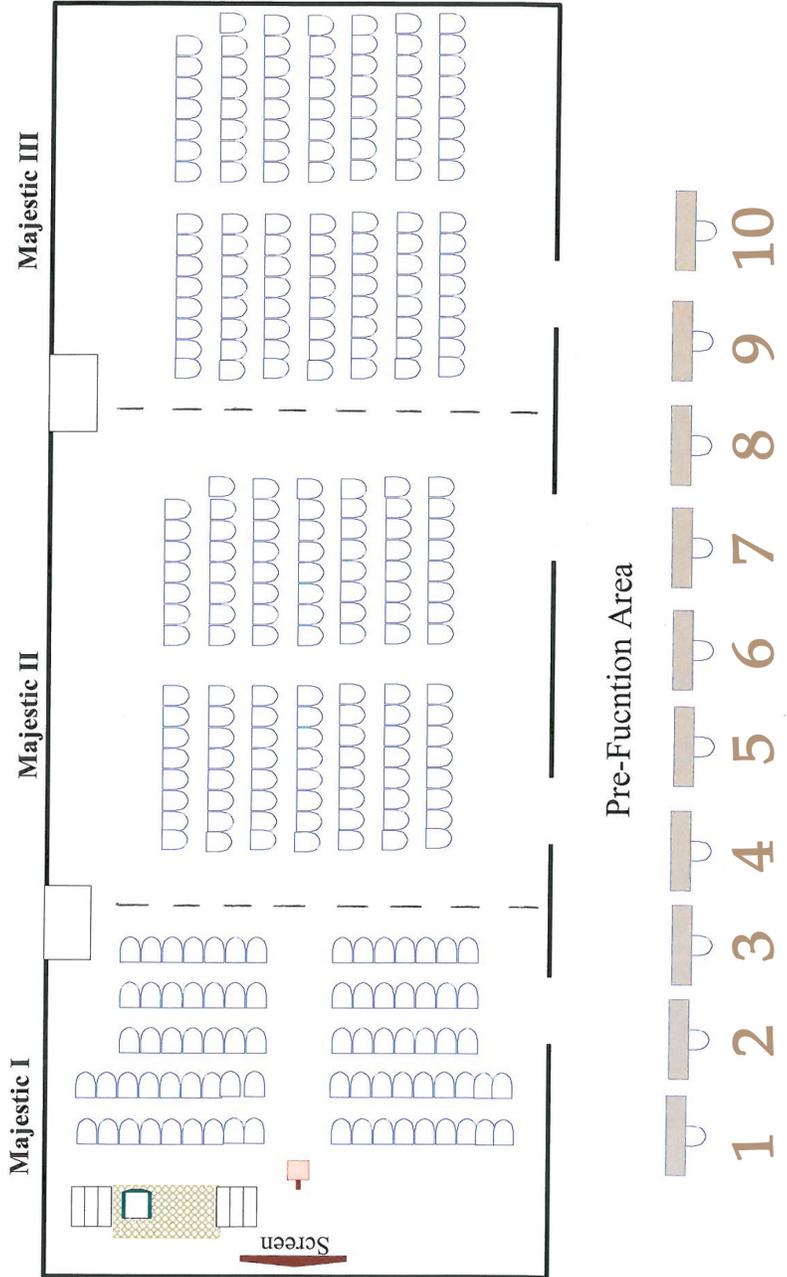
## Central Intelligence Agency (CIA)

Booth # 1

Recruitment Center  
 (Tel): 812.855.4060  
 https://www.cia.gov

**Contact :** mariati0@ucia.gov.

CIA engages in research, development, and deployment of high-leverage technology for intelligence purposes. As a separate agency, CIA serves as an independent source of analysis on topics of concern and also works closely with the other organizations in the Intelligence Community to ensure that the intelligence consumer - whether Washington policymaker or battlefield commander - receives the best intelligence possible.



# 20th Annual ALTA Conference

*In conjunction with the 19th Annual Conference  
of the National Council of Less Commonly  
Taught Languages (NCOLCTL)*



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[secretariat@altaonweb.org](mailto:secretariat@altaonweb.org)