

LCTL'S: REACH ALL TEACH ALL

26th Annual
Conference of the
National Council of
Less Commonly Taught
Languages

April 21-23 2023

Pre-Conference Workshop:
April 20, 2023

➤ **2875 North Milwaukee Ave
Northbrook, IL, 60062**

secretariat@ncolctl.org

Visit www.ncolctl.org for
conference details



 **NCOLCTL**
National Council of Less Commonly Taught Languages

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Welcome from NCOLCTL President



Dear Colleagues,

It is my honor to welcome you to the 26th Annual Conference of the National Council of Less Commonly Taught Languages. There is an unparalleled excitement in returning to our in-person conference, as it not only provides us with the opportunity to see each other again after a long time but it also allows us to feel the incredible energy and synergy of the conference which, as hard as we tried, cannot be replicated in virtual settings. In addition, we are also thrilled to host the Shared LCTL Symposium. These two events are incredible opportunities to come together and learn from experts in the field, share your own experiences, network with fellow educators, and have in-depth discussions and collaboration.

As language educators, we know that the teaching of less commonly taught languages is critical in today's increasingly interconnected world and our conference offers a unique chance to explore the nuances of teaching these important languages and consider new strategies for engaging and inspiring our students. In our conference program you can find a wide range of topics, from curriculum development to assessment to integrating technology in the classroom. Attending these presentations is an investment in our professional development and personal growth and an opportunity to expand our knowledge, develop new skills, and connect with like-minded colleagues. Not to mention, the experience of being part of a community of language educators who share your passion and dedication is truly inspiring.

Our member organizations are constantly striving to elevate and enhance language instruction both domestically and internationally. As expectations for language education continue to rise, we know that our colleagues are up for the task of adapting to new teaching contexts, experimenting with innovative pedagogies, and embracing cutting-edge technology tools. The NCOLCTL is pleased to bring together this dynamic and collaborative network of language teachers who are dedicated to sharing knowledge, expertise, and resources. Together with our member organizations, we champion the interests of LCTL teachers and provide incredible educational opportunities that will empower students to meet global challenges and seize exciting opportunities.

We are happy to share some other amazing opportunities that the NCOLCTL provides to its members, and one of the standouts is our online teaching course, which has been successfully used by national organizations and universities in the training of foreign language instructors. The NCOLCTL worked very hard designing a learning experience that is intentional and fully integrated with real-life classroom experiences and examples.

The NCOLCTL is dedicated to promoting and supporting the integration of research and pedagogical practice with a strong social ethic. We truly believe in the power of collaboration and community, and we want you to be a part of it. Consider applying and/or encouraging graduate students to apply for one of our several awards and grants that are available for different types of work developed in the area of LTCLs. This is a fantastic opportunity to showcase skills and make a meaningful impact in the field.

We also know that LCTLs face unique challenges when it comes to publishing research, which is why we urge you to submit your research to the top-rated, double-blind peer-reviewed academic journal JNCOLCTL. This journal is an incredible space to share your research, theories, and practices, and contribute to the professional development and professionalism of the LCTL field.

A few years ago, the NCOLCTL Press broke new ground in the editorial world by taking bold action to address a major issue that has been holding back the progress of LCTLs. Acknowledging how many publishing houses are resistant to publishing or simply updating textbooks for LCTLs, the NCOLCTL Press is exclusively focused on publishing cutting-edge research in the LCTL area. From dictionaries and policy to curriculum and textbooks, the press provides resources to teach and learn these languages and we are actively seeking proposals from educators like you! If you have an idea for a textbook or any other LCTL-related resource, we encourage you to submit your proposal.

Welcome from NCOLCTL President



I invite you to explore the entire program of our conference and make sure you do not miss the incredible opportunities to learn, grow, and connect with fellow educators and researchers. At our conference, you have the chance to collaborate with other professionals across languages and explore new ways of connecting formal and informal educational settings, while sharing innovative approaches to LCTL instruction and learning from one another's experiences. Our conference is a truly enriching experience that draws on global and local knowledge to discuss different teaching and learning contexts, levels of teacher readiness, institutional support, and good technological infrastructure and practices.

Finally, the NCOLCTL is committed to continuously finding new and innovative ways to support LCTL instructors. As we look ahead to our future plans and activities, we are reminded that social and political realities are constantly changing, and inclusion is an issue that affects everyone in all contexts. We are devoted to being a hub for approaches, policies, and methodologies that challenge unequal power relations in language education. As we navigate intolerance, language instruction is one of the most important and critical disciplines of our time. It is through our collective efforts that we can achieve social progress and make a real difference. Know that we are here to support and encourage you every step of the way. Together, we can create a more inclusive and equitable future for all. Enjoy the conference!

Bem-haja,

Luis Gonçalves,
Princeton University.
President, NCOLCTL

EXECUTIVE BOARD MEMBERS

NCOLCTL Executive Board



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Princeton University



Hye Young Shin
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University of Pennsylvania



David Bong
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Executive Director
NCOLCTL

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Nyasha Gwaza, UW - Madison

Ayodeji Adelani, Southern Illinois University – Edwardsville

Kudzai Zinyemba, Indiana University – Bloomington

Joseph Asaya, Joaec Consulting Corp.

Mercy Gomez

Mary Gomez

DELEGATES ASSEMBLY MEMBERS

NCOLCTL

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NCOLCTL President

Name : Hye Young Shin

NCOLCTL President - Elect

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NCOLCTL Secretary/Treasurer

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AOTP: Eugênia Fernandes

AATT: Saadet Ebru Ergul

CLTA-US: Shuai Li

AATJ: Shingo Satsutani

Univ. of Pittsburgh: Allison Thompson

University of Chicago: Catherine C. Baumann

AVANT Assessment: Victor Santos

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ALTA: Mariame Sy

2023 CONFERENCE SPONSORS

NAME

SPONSORSHIP LEVEL



NATIONAL FEDERATION OF MODERN
LANGUAGE TEACHERS ASSOCIATIONS



CO-SPONSORS



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.



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The Shared LCTL Symposium

The Shared LCTL Symposium (SLCTLs) focuses on issues pertaining to how Less Commonly Taught Languages (LCTLs) are/can be shared across institutional boundaries. SLCTLs was founded by and continues to be co-organized by representatives from Michigan State University and the University of Chicago. It grew out of two Andrew W. Mellon Foundation funded projects focused on LCTLs. The first SLCTLs was held in 2016 and served as a kick-off meeting for both of the grant projects.



American Council on Teaching of Foreign Languages

We are a membership community of language education professionals passionate about expanding cultural richness and diversity at all levels of education. Together we provide resources to address challenges to meet the changing needs of language educators and their learners

Thursday, April 20, 2023

* 8:00am – 1:30pm
11:00am – 6:00pm
* 1:30pm - 5:30pm
2:00pm - 6:00pm

NCOLCTL Executive Board Meeting
Registration
Shared LCTL Symposium Pre-Conference Forum (Open to All)
Exhibition Setup

Friday, April 21, 2023

8:00am - 5:00pm
8:00am - 5:00pm
8:30a.m - 10:00am
10:05am - 10:20am
10:30am - 12:00pm
12:10pm - 1:20pm
1:30pm - 3:00pm
3:10pm - 4:20pm
4:30pm to 5:30 pm
*6:30pm - 10:00pm
*6:30pm - 10:00pm

Registration
Exhibition Hours
Colloquium 1 / Parallel Session 1
EXHIBITION SESSION
Opening General Session (Plenary Session 1)
Lunch and Exhibition Session
Parallel Session 2
Plenary Session 2
Parallel Session 3
NCOLCTL Delegate Assembly Meeting
Organizational / Business Meetings

Saturday, April 22, 2023

8:00am - 5:00pm
8:00am - 5:00pm
8:30am - 10:00am
10:10am - 11:20pm
11:30am - 12:30pm
12:30pm - 1:20pm
1:30pm - 2:40pm
2:50pm - 4:20pm
4:30pm - 5:30pm
6:30pm - 12:00am

Registration
Exhibition Hours
Colloquium 2 / Parallel sessions 4
Plenary Session 3
POSTER AND EXHIBITION SESSION
Lunch and Exhibition
Plenary Session 4
Colloquium 3 / Parallel sessions 5
Parallel Session 6
Awards Dinner / Ceremony

Sunday, April 23, 2023

9:00am - 10:30am
9:00am - 12:00pm
*12:00pm - 2:00pm

Parallel Session 7
Exhibition Hours
NCOLCTL Executive Board Meeting



DAILY CONFERENCE PROGRAM

Thursday April 20, 2023

Registration

11:00am - 6:00pm

Location: Hotel lobby

Exhibition Setup

2:00pm - 6:00pm.

Location: Lobby

NCOLCTL Executive Board Meeting

8:00am - 1:30pm

Chair: Luis Gonçalves - NCOLCTL President

Location: Senate A

Shared



Symposium

Pre-Conference Forum (Open to All) 1:30 – 5:30pm

Instructor-to-Instructor Strategic Sharing and Collaboration

Chairs: Catherine Baumann & Emily Heidrich Uebel

Location: Northbrook A & B

LCTL instructors, especially of the least commonly taught languages, are often single instructors on their campuses. Come hear about and discuss various ways instructors can share both instructional and personnel resources across institutions, featuring panelists from a wide range of languages and institutions.

Join us for a selection of hors d'oeuvres, snacks and beverages during our meet-and-greet – then stay for our panel discussions. We welcome your questions and feedback.

Participants who attend the full SLCTL forum can apply to have their NCOLCTL registration fees reimbursed! A sign-in sheet at SLCTL will serve as the point of contact for the reimbursement application.

Presenters (in alphabetical order):

- Hee Chung Chun (Rutgers University), Korean
- Hong Dinh (University of Wisconsin - Madison), Vietnamese
- Pui Shan Fiona Hui (New York University), Cantonese
- Banu Ozer Griffin (Cornell University), Turkish
- Oya Topçuoğlu Judd (Northwestern University), Turkish
- Ji-Young Jung (Columbia University), Korean
- Liana Kosasih (National University of Singapore), Indonesian
- Chan Lwin (Arizona State University), Burmese
- Raymond Pai (University of British Columbia), Cantonese
- Adi Raz (University of Michigan), Hebrew
- An Sakach (Arizona State University), Vietnamese
- Renana Schneller (University of Minnesota), Hebrew
- Sakti Suryani (University of Wisconsin - Madison), Indonesian
- Maw Maw Tun (Northern Illinois University), Burmese
- Elisabeth Arti Wulandari (Clarkson College), Indonesian

Schedule:

- 1:30-2:15 Meet & Greet
- 2:15-2:25 Welcome
- 2:25-5:00 Panels
- 5:00-5:30 Discussion



DAILY PROGRAM

Friday April 21, 2023

Colloquium 1 & Parallel Session 1

8:30am - 10:00am

Registration

8:00am - 5:00pm

Location: **Hotel lobby**

002 Exhibition Hours

8:00am - 5:00pm

Location: **TBA**

C01 Colloquium

8:30 am - 10:00 am

Location: **Senate A**

Chair: Emily Uebel - Michigan State University

Introducing the National Less Commonly Taught Languages Resource Center

This presentation and feedback session introduces the National Less Commonly Taught Languages Resource Center (National LCTL Resource Center; NLRC) and its initiatives. The NLRC supports LCTL education by offering professional development, creating open resources, and forging strategic collaborations. Attendees will give input and communicate their needs.

Presenter(s): Emily Heidrich Uebel, Felix Kronenberg, Koen Van Gorp, Luca Giupponi - Michigan State University

Target Area(s): LCTL Teacher Professional Development

Applicable Language(s): All

Parallel Session 1a

8:30am - 10:00am

Location: **Senate B**

Chair: Kaidi Chen - University of Connecticut

Technology-Rich Project-Based Learning in a Chinese Language Curriculum

This presentation describes a project-based Chinese language program that integrated technology and aimed to prepare high school and college students for their future careers. The framework of the program will be introduced, a sample lesson will be presented, projects will be analyzed, and implications for similar programs will be discussed.

Presenter(s): WeiHsuan Lo - University of Northern Colorado, Kevin Fedewa - Michigan State University

Target Area(s): LCTL Curriculum and Material Development

Applicable Language(s): All Time: 8:30am - 8:55am

Developing a PCA-informed podcast as a primer course for true beginners

The presentation reports a pilot study investigating learner preferences and perceptions of a Chinese language podcast developed based on the Performed Culture Approach (PCA), a culture-based, learner-centered, holistic language-teaching approach that has been proven effective in various teaching contexts. The findings have implications for learner-centered pedagogy for mobile language learning and classroom instruction.

Presenter(s): Jianfen Wang – Berea College

Target Area(s): LCTL Curriculum and Material Development

Applicable Language(s): All Time: 9:00am - 9:25am

Developing digitized teaching materials for least commonly taught languages: a case study of Piipaash

This presentation reports on the effort to develop preschool teaching materials (ages 3-5) for Piipaash, a severely endangered Yuman language of the Salt River Pima-Maricopa Indian Community in Arizona. The present research has been supported by a mini-grant from Arizona State University.

Presenter(s): Gina Scarpete Walters, Shahzadi Laibah Burq - Arizona State University

Target Area(s): LCTL Curriculum and Material Development

Applicable Language(s): All Time: 9:30am - 09:55am

Parallel Session 1b

8:30am - 10:00am

Location: **Congress A**

Chair: Feride Hatiboglu - University of Pennsylvania

Developing a LCTL Textbook-- the Case of a Turkish Online OER Textbook

This presentation showcases our OER project, an online Turkish textbook that takes a process-oriented and student-centered approach to language teaching. We discuss how we structured our textbook and why we chose to do so, talk about our guiding principles, and provide advice to those who would like to write language textbooks, specifically for LCTLs.

Presenter(s): Esra Predolac - University of Kansas, Saadet Ebru Ergul - Stanford University

Target Area(s): LCTL Curriculum and Material Development

Applicable Language(s): All Time: 8:30am - 8:55am

Inquiry-Based Approach to Language Learning

Learning a foreign language can be challenging due to its unusual structure and complexity. Ability to think critically, compare and contrast languages, and recognize grammatical patterns promotes a better understanding of language organization. In my presentation, I discuss how an inquiry-based teaching approach enhances critical thinking, leading to more successful language learning.

Presenter(s): Anna Melnikova – Stony Brook University

Target Area(s): LCTL Curriculum and Material Development

Applicable Language(s): All Time: 9:00am - 9:25am

DAILY PROGRAM

Friday April 21, 2023

Parallel Session 1c

8:30am - 10:00am

Location: Congress B

Chair: Amanda Lanier – Michigan State University

Less Commonly Taught Languages: Developing Intercultural Communicative Competencies

This presentation shares processes for developing curricula targeted to improve intercultural communicative competencies in the Pashto, Urdu, and Indonesian language programs. Guiding principles for developing activities will be presented along with examples of activities that contributed to enhancing student critical thinking skills.

Presenter(s): Hye-Yeon Lim - Defense Language Institute Foreign Language Center

Target Area(s): LCTL Curriculum and Material Development

Applicable Language(s): All Time: 8:30am - 8:55am

Integrating TV series to Elementary Level syllabus: Rationale, Materials, and Challenges

This paper outlines the design, development, and challenges of creating materials that are integrated with the Turkish Tv series for the Elementary Turkish class. The expected outcomes of this project contribute to the limited number of materials in Turkish and be a model for other languages as well.

Presenter(s): Banu Ozer-Griffin - Cornell University

Target Area(s): LCTL Curriculum and Material Development

Applicable Language(s): All Time: 9:00am - 9:25am

Mini Virtual Exchange Programs: Bridging the Cultural Gap

Due to the dramatic shift to synchronous online learning over the past few years, LCTL instructors started using video streaming platforms such as Zoom to establish virtual exchange programs which are designed to better equip language learners with knowledge of the target language culture.

Presenter(s): Honaida Ahyad - Stony Brook University

Target Area(s): LCTL Curriculum and Material Development

Applicable Language(s): All Time: 9:30am - 09:55am

Exhibition Session 10:05am -10:30am



Friday April 21, 2023

DAILY PROGRAM

General Opening Session (Plenary Session 1)

10:30am - 12:00pm

Welcome Address: Luis Gonçalves, NCOLCTL President

Location: Northbrook Ballroom A & B

Chair: Luis Gonçalves - Princeton University

Title: Using Data Analysis Tools for Reaching All and Teaching All

Presenter : Elliott McCarter (Vanderbilt University)

Abstract: Multilingual large language models have demonstrated strong performance in natural language processing tasks. This presentation reports on a new project in collaboration with Vanderbilt University's Data Science Institute that explores how transformer-based models might support language instruction for LCTLs. Building upon recent research in computer-based lexical analysis, this project seeks to expand its application to pedagogic practice by providing a proof-of-concept tool to identify thematic vocabulary and assess level appropriateness of current media. The model will also provide a platform to develop additional novel resources for instructors and advance AI resources to become more compatible with LCTLs.

The project uses transformer models to generate data sets as instructor resources for lesson and unit design. The decision to use transformer models stems from their learning capacity which will allow for the processing of large amounts of data efficiently and the ability for the model to keep current with language changes. The initial concept is to generate a digital product that collects language from a variety of input sources, recognizes content and context, correctly identifies appropriate levels for language learners, and generates thematic lists of necessary vocabulary and other pedagogy products. The digital tool will gather and process Hindi language data to perform a variety of analytical tasks. This paper discusses project design and initial product development phases. While discussing the challenges specific to Hindi, similar to those encountered by many LCTLs, this paper addresses possible approaches to overcoming problems shared by less commonly taught languages in the development of data analysis tools. Among these challenges are issues related to the absence of materials for baselines and comparisons, the availability of reliable source materials, and the integration of underarticulated language standards into the data products.

The ultimate intent of the project is to move beyond the creation of data sets useful for the methods of traditional classroom language pedagogy. As the tool increases its accuracy, the project team will explore additional applications in language pedagogy, discourse analysis, and other digital humanities initiatives that seek to work in LCTLs.

Bio: Elliott McCarter is a Senior Lecturer in Hindi, Urdu, and Sanskrit and the coordinator of the South Asian language program at Vanderbilt University where he teaches courses in the above languages and their cultural contexts. Elliott also serves as the President of the South Asian Language Teachers Association, a position he has held since 2020, and is a dedicated advocate for less-commonly taught language pedagogy and international education. Dr. McCarter holds a Ph.D. in South Asian Cultures and Languages from the University of Texas at Austin and received a Fulbright fellowship for his dissertation research. He is a volunteer with the National Language Service Corps and has helped pilot LCTL sustainment and enhancement programs within that organization. He recently completed ACTFL's Leadership Initiative in Language Learning and has served as an AAPL rater. His language advocacy activities also include service as a CLS advisor and reader. In addition to advocacy, Elliott McCarter's interests include assessment, materials development, and semiotic and linguistic landscapes. His current project draws upon his past experience in data analysis as he partners with Vanderbilt's Data Science Institute to develop and assess new curricular materials.



Lunch (On your own)

12:10pm -1:20pm

Avant Adds Languages

We support NCOLCTL's mission by providing an accessible resource for language programs. Avant STAMP is helping to improve the teaching and learning of LCTLs with a growing number of languages that are now all recommended for college credit by the American Council on Education (ACE). **We're proud to offer our STAMP WS test for LCTLs at the same price as Spanish and other STAMP 4S languages.**

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50

49

48

47

46

45 Ukrainian

44 Yup'ik

43 Cabo Verdean

42 Hawaiian

41 Chuukese

40 Urdu



DAILY PROGRAM

Colloquium 2 & Parallel Session 2

1:30pm - 3:00pm

Friday April 21, 2023

Parallel Session 2a

1:30pm - 3:00pm

Location: Senate A

Chair: Shahzadi Laibah Burq

ImpACTFL Opportunities: Supporting LCTL Educators through Workshops and Certifications

This session will share pertinent information about the improvements ACTFL has made to address the unique needs of LCTLs, and how ACTFL tailors their services to the specific LCTL institutions and communities. Join the Professional Learning and Certification Team in exploring how the ACTFL OPI Assessment Workshop and OPI Tester Certification programs have evolved to support LCTL educators.

Presenter(s): DeAnna Hughes, Kate McCrea Francis - ACTFL

Target Area(s): LCTL Teacher Professional Development

Applicable Language(s): All **Time:** 1:30pm - 1:55pm

“Are we really back to normal?”: Language teachers’ responses to the new abnormal

This study investigated ten foreign language instructors teaching novice-level language classes at a public university to examine their experiences with online teaching and how these experiences shaped their post-COVID-19 classroom teaching. This study also addresses the challenges teachers faced and their coping strategies after returning to face-to-face instruction.

Presenter(s): Yao-Kai Chi, Jaerin Ahn - University of Wisconsin-Madison

Target Area(s): LCTL Research

Applicable Language(s): All **Time:** 2:00pm - 2:25pm

Professional Identities of Novice Japanese Language Teachers: A Case Study on Japanese Graduate Teaching Assistants

The present study explores the professional identity construction and transition of four Japanese graduate teaching assistants, focusing on contexts both inside and outside the classroom in the online environment during the COVID-19 pandemic. The data was collected from surveys, class observations, and interviews.

Presenter(s): Junyuan Chen - Department of East Asian Studies, University of Arizona

Target Area(s): LCTL Teacher Professional Development

Applicable Language(s): All **Time:** 2:30pm - 2:55pm

Parallel Session 2b

1:30pm - 3:00pm

Location: Senate B

Chair: Alice McCoy-Bae - The University of Texas at Austin

Sustainable Practices and Way of Life in India: Impact of the changing environment on local culture and lifestyle, and community response

Developing competent topic based Curricula materials with focus on area studies for K-14 learners of heritage languages, such as, Hindi, using Backward Design principles and the authentic materials collected by teachers during a Study Tour program in the native culture of India

Presenter(s): Ashok Ojha - YUVA HINDI SANSTHAN, INC

Target Area(s): LCTL LCTL Curriculum and Material Development

Applicable Language(s): All **Time:** 1:30pm - 1:55pm

Examining the bilingual and biliteracy development of students in Cantonese speaking families: a research and inclusive analysis on Cantonese bilingualism

The purpose of this paper is to explore how literacy has influenced the successes and failures of the Cantonese language programs in the United States. This session will inform participants educational policies and follow-up steps with bicultural and biliteracy learning in Cantonese-English immersion programs, as Cantonese-English bilinguals need a dearth of support to develop their bilingual skills while in school.

Presenter(s): Alexander Tang - University of Hawai'i at Manoa

Target Area(s): LCTL Curriculum and Material Development

Applicable Language(s): All **Time:** 2:00pm - 2:25pm

Supporting Language Learning.

The paper will talk about the assessment criteria for some tasks which can generate noticeably greater desire to generate higher comprehensible language output. This proposed approach puts learning predominant to assessment. This gives the students a feeling of accomplishment and progress

Presenter(s): Mansi Bajaj - Yale University

Target Area(s): LCTL Assessment

Applicable Language(s): All **Time:** 2:30pm - 2:55pm

Parallel Session 2c

1:30pm - 3:00pm

Location: Congress A

Chair: Matthew Ajibade - Indiana University Bloomington

Leveraging Immersion Activities/Tasks to Maximize Students' Learning Experience.

Immersion is more than just language. It is acquiring excellent knowledge about the people's culture through experiential learning. Students observe a situation, engage in the target language to enhance learning, and reflect on the experience. The framework of Bloom's taxonomy is essential in preparing an immersion program. Immersions are crucial to the school's mission and students' learning experience.

Presenter(s): Consuelo Quijano - Defense Language Institute Foreign Language Center

Target Area(s): LCTL Heritage Language, Immersion or Bilingual Education

Applicable Language(s): All **Time:** 1:30pm - 1:55pm

Bridging the gap: Early instruction in Moroccan Arabic (Darija) as a Road to Standard Arabic (Fusha) Literacy

This presentation examines Moroccan linguistic situation and the recent educational policy that advocates for the use of Darija in early instruction in public schools, and reporting converging opinions of policy makers about its implementation. Recommendations for using Darija as the language of early instruction along with Fusha to bridge the gap between the two varieties of Arabic will be proposed.

Presenter(s): Rabia Redouane - Montclair State University

Target Area(s): LCTL Heritage Language, Immersion or Bilingual Education

Applicable Language(s): All **Time:** 2:00pm - 2:25pm

Building a multimodal high school heritage language program

Heritage Language (HL) learners are often marginalized in secondary school-based programs, due to funding provisions and the lacking awareness of HL students' unique challenges. This session explores some directions for traditional high school World Language (WL) programs to develop a sustainable heritage track by incorporating multimodal community engagement activities that connect to students' linguistic and cultural backgrounds.

Presenter(s): Bonnie Wang - Durham Academy

Target Area(s): LCTL Heritage Language, Immersion or Bilingual Education

Applicable Language(s): All **Time:** 2:30pm - 2:55pm



DAILY PROGRAM

Plenary Session 2

3:10pm - 4:20pm

Location: Northbrook Ballroom A & B

Chair: Feride Hatiboglu - University of Pennsylvania

Title: Exploration of Teaching Diversity, Inclusion, and Equity in the Language Classroom

Presenter : Tomoko Takami (University of Pennsylvania)

Abstract: In recent years, the importance of incorporating social justice into language courses has been discussed more frequently in language education. COVID-19 has not only endangered our lives and health but has also made us realize that pervasive social problems such as racial discrimination and economic disparities still exist. As a result, the global mission in language education has shifted from simply increasing language learners' fluency in a language and knowledge of a new culture to helping learners become more empathetic, compassionate, and understanding. This session addresses the importance of teaching diversity, equity, and inclusion (DEI) and creating an inclusive learning community in the language class. The pedagogical philosophy of Critical Content-Based Instruction (CCBI), proposed by Sato et al. (2025), will first be presented. CCBI incorporates a critical approach to Content-Based Instruction (Brington et al., 2004; Stryker & Leaver, 1997), encouraging learners to analytically examine current social issues from various perspectives and consider what must be done to improve society. In our class, we could explore various social issues, such as discrimination, minorities, and equity issues related to the economy and educational disparities in the target culture. It would also be a meaningful learning opportunity to consider them in learners' own countries, cultures, and communities and what the learners could do. The session then discusses a specific case study of an initiative of teaching DEI, including the curriculum and implications of advanced Japanese in a university setting, focusing particularly on the issue of social justice through a lens of diversity, equity, and inclusion. It presents mainly three points: 1. Material development using authentic material that allows for conversations on various social issues, such as discrimination, minorities, and equity issues related to the economy and educational disparities 2. Lesson design based on proficiency-based instruction referring to ACTFL guidelines (2012) 3. Performance-based assessment The session will be finalized with reflections on the challenges of teaching classes on such complex issues and ways to overcome them. Student reflections will also be shared. As these reflections will reveal, it is crucial to create an inclusive classroom, enhancing a sense of "belonging" and safe space and creating a learning community that would ultimately benefit students' language learning experience (Takami, 2022).



Bio: Tomoko Takami is the Director of the Japanese Language Program and a Senior Lecturer in Foreign Languages at the University of Pennsylvania in Philadelphia, Pennsylvania. She has been teaching at the University of Pennsylvania since receiving M.S. from the University of Pennsylvania in 1996. She has also received an Ed.M. from Teachers College, Columbia University in 2012. She has taught Japanese at all levels as well as Japanese for Specific Purposes, some of which include Japanese for the Professions and Beginning Japanese for Sinologists. She has obtained the ACTFL OPI Tester Certificate for Japanese (2001) and Intercultural Development Inventory Administrator and Interpreter Certificate (2008). She is the recipient of multiple grants and scholarships, such as the Eurasia Foundation (from Asia) (2020), Business Language Research and Teaching Grant from CIBER Consortium for Business Language Research and Training (2007, 2013), Teachers College General Scholarship from Teachers College, Columbia University (2010-2022) and the Rotary Foundation Academic-year

Ambassadorial Scholarship (1994-1995). In 2019, she received the American Association of Teachers of Japanese (AATJ) 's Teacher Award. She served as the President of AATJ in 2022 and currently serves as the Immediate-Past President. Her records of service in this profession also include being the National Japanese Exam Director and Board member of the AATJ (2013-2017) and the Founding Chair of the Japanese for Specific Purposes Special Interest Group at AATJ (2007-present). She was also the Co-Chair (2018-2021) and a Committee Member (2017-2018) of the AP Japanese Language and Culture Development Committee. Since 2020, she has continued to be an Editorial Board Member for Global Business Languages. Her research interests primarily lie in Japanese language pedagogy. She is the author of *Powering Up Your Japanese through Case Studies: Intermediate and Advanced Japanese* (2014, 10th printing 2022: The Japan Times) and co-editor of *Language Education for Social Future: Critical Content-Based Instruction* (2015, 2nd printing in 2018: Koko Shuppan). She has published papers on business language instruction in journals such as *Global Business Languages*, *Journal of Japanese Linguistics*, and *Japanese Language and Literature*. She has given numerous academic presentations and been invited to workshops, lectures, and keynote speeches in the USA and worldwide, namely in Japan, Italy, Ethiopia, and Romania. Her recent interests are concerned with critical content-based instruction and issues of diversity, inclusion, equity, and belonging in language instruction. Her latest published paper on this topic, titled *Posuto korona no nihongo kyoiku: "Connections" ni kansuru koosatsu* [Post-Covid Japanese language education: Inquiry of "connections"] can be found in the Proceedings of the 29th Central Association of Teachers of Japanese Conference, which she participated in as a keynote speaker in 2022.

DAILY PROGRAM

Parallel Session 3

4:30pm - 5:30pm

Parallel Session 3a

4:30pm - 5:30pm

Location: Senate A

Chair: Gina Scarpete – Arizona State University

Romani Heritage Language Revitalization in the United States

Romani is the heritage language of one million Americans, yet it is endangered by dominant language ideologies and attitudes. The development of Romani curricula and materials in European countries has increased awareness of Roma issues in the United States. As Romani standardization and codification increase in tandem with online cultural production, the language has potential for growth globally.

Presenter(s): Erik Decker - Indianapolis Public Schools

Target Area(s): LCTL Heritage Language, Immersion or Bilingual Education

Applicable Language(s): All Time: 4:30pm - 4:55pm

Study abroad and experiential learning in the post pandemic era: implications for LCTLs

This talk presents an overview of Rice University's faculty-led study abroad programs, Rice in Country, for LCT languages. The speakers will discuss the unique structure of these programs that are currently offered in five LCT languages and introduce viable in-house immersion alternatives that preserve the same academic excellence as their overseas counterparts. Students' perceptions and attitudes are highlighted and discussed.

Presenter(s): Hossam Elsherbiny, Helade Scutti Santos - Rice University

Target Area(s): LCTL Heritage Language, Immersion or Bilingual Education

Applicable Language(s): All Time: 5:00pm - 5:25pm

Parallel Session 3b

4:30pm - 5:30pm

Location: Senate B

Chair: Giseung Lee - University of North Carolina at Chapel Hill

Collaborative Virtual Language Table: Connecting Vietnamese Learners through Innovative Oral Communicative Tasks

The presentation demonstrates and discusses a collaborative project by Vietnamese lecturers from several institutions across North America to create and maintain a virtual conversation hour opening for any Vietnamese learners. The presenters will share their collaborative experience in creating online oral tasks and facilitating online language tables.

Presenter(s): An Sakach - Arizona State University, ThuyAnh Nguyen - University of Michigan, Trang Tran - Brown University

Target Area(s): LCTL Innovation and Technology

Applicable Language(s): All Time: 4:30pm - 4:55pm

Embracing Technology as an L2 Composition Pedagogical Tool for Less Commonly Taught Languages

This presentation examines how L2 instructors could alleviate L2 learners' anxieties toward academic composition in their target language by adopting technology, especially through utilizing a current Learning Management System (LMS). This study presents the findings from a pilot study that was conducted on how L2 Japanese learners perceived a writing assignment using an LMS similar to popular Social Network Sites.

Presenter(s): Giseung Lee - University of North Carolina at Chapel Hill

Target Area(s): LCTL Innovation and Technology

Applicable Language(s): All Time: 5:00pm - 5:25pm

Parallel Session 3c

4:30pm - 5:30pm

Location: Congress A

Chair: Alice McCoy-Bae - The University of Texas at Austin

Integrating Identity, Diversity, & Multiculturalism in Language Curricula

The focus of this presentation is how to design a language curriculum that explores identity, diversity, and multiculturalism so that students can develop critical views on said issues and foster intercultural competence. The presentation discusses effective ways to integrate the topics of identity and diversity into a college language curriculum.

Presenter(s): Haewon Cho - University of Pennsylvania, Mijeong Mimi Kim - Washington University in St. Louis

Target Area(s): LCTL Learner Diversity and Inclusion

Applicable Language(s): All Time: 4:30pm - 4:55pm

Apprentice to Master Linguist with Resiliency and Emotional Intelligence

During the past few decades, the concept of resiliency has been researched in developmental psychology, sociology, and anthropology fields, and it's become essential for language learners. Similarly, research shows that emotional intelligence plays a significant role in successful learning. Therefore, emotional intelligence appears to promote resiliency.

Presenter(s): Saime Matsu, Ozden Matsu, Madhumita Mehrotra - Defense Language Institute

Target Area(s): LCTL Pedagogy

Applicable Language(s): All Time: 5:00pm - 5:25pm

NCOLCTL Delegate Assembly Meeting

Time: 6:30pm - 10:00pm

Location: Senate A

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DAILY PROGRAM



Saturday April 22, 2023

Colloquium 2 & Parallel Session 4

8:30am - 10:00am

Registration

8:00am - 5:00pm

Location: **Hotel lobby**

002 Exhibition Hours

8:00am - 5:00pm

Location: **Lobby**

C02 Colloquium

8:30 am - 10:00 am

Location: **Senate A**

Chair: Ebru Turker - Arizona State University

Presentation Theme: Korean Language Teacher Educators: Perspectives, Identities and Teaching Practices

Speakers:

Ebru Turker, Arizona State University
Sang-Seok Yoon, University of Iowa
Bomi Oh, Arizona State University
So Young Yi, George Mason University
Hye Young Shin, American University

First Topic: Korean language educators' perceptions on the language of instruction in KFL classes in America

The study investigates Korean educators' perceptions on the language of instruction in Korean classes through a survey. The results suggest that the balanced use of Korean and English in KFL classes provides an ideal environment for students' acquisition. Therefore, insisting on teaching only in Korean from the beginning may not be effective.

Second Topic: Building up Students' Performance and Emotional Support by Creating Connections through Mandatory Office Hour

This study presents a model of using office hours for educators to support students' learning needs. It demonstrates the results of a case study on the performance of beginning-level Korean learners through mandatory office hours method and shares tips for the implementation and effectiveness of office hours.

Third Topic: E-portfolio as an effective learning tool in a Korean language classroom

The study introduces e-portfolio-based learning, assisted with teacher's feedback, in an online course by adopting Padlet pages. This method is used to enhance active virtual interaction between an instructor and students and between students. The effectiveness of this approach will be discussed based on students' performances on the individual reading and writing tasks.

Fourth Topic: Conflicting Pedagogical Approaches in the Korean Heritage Language Classroom: A Call for Change in Professional Development

The study unfolds the unique situation of PreK-12 Korean heritage schoolteachers. Through interviews, the study reveals how their beliefs and values may conflict with Korean heritage language learners in their classrooms and how these cultural conflicts mediated and shaped the professional identities and pedagogical beliefs and practices of Korean heritage schoolteachers.

Target Area(s): LCTL Teacher Professional Development

Applicable Language(s): All

Parallel Session 4a

8:30am - 10:00am

Location: **Senate B**

Chair: Matthew Ajibade – Indiana University Bloomington

Data-driven Approaches to Vocabulary for Advanced Language Learners

Corpus and word frequency analysis are key resources for the design of language learning materials. This paper explores how analysis of web-based LCTL texts can be used as the basis for material development and curriculum design. The focus will be on creating data-driven lessons for advanced learners that target reading skills.

Presenter(s): Peter Knapczyk - Wake Forest University

Target Area(s): LCTL Innovation and Technology

Applicable Language(s): All Time: 8:30am - 8:55am

Creating an Instructional Website: Design and Content for Engaging Language Learners

This paper will share lessons on designing an instructional website for LCTL learners. This website was created to engage students of Hindi through cultural activities based on authentic materials. This paper offers strategies for creating interactive video lessons in conjunction with the "5 Cs." Examples will include culturally rich lessons and tools for formative assessments.

Presenter(s): Kusum Knapczyk - Duke University

Target Area(s): LCTL Innovation and Technology

Applicable Language(s): All Time: 9:00am - 9:25am

Teaching LCTLs using Open Educational Resources (OER)

The challenge for Less Commonly Taught Languages (LCTLs) is the lack of updated instructional materials and textbooks for online teaching. The focus of language learning has shifted from translation to communicative and cultural competence. Many LCTL programs are finding solutions through collaboration and creating open educational resources (OER) like the OER LCTL Textbook projects at MSU (Basic Hindi I and Basic Urdu). These are tech-enhanced, theme-based, and interactive, and aim to develop linguistic, communicative, and cultural competence, as well as support different teaching strategies. The textbooks use different second language acquisition theories and incorporate interactive activities with built-in feedback to enhance the learning experience.

Presenter(s): Rajiv Ranjan - Michigan State University

Target Area(s): LCTL Innovation and Technology

Applicable Language(s): All Time: 9:30am - 09:55am



DAILY PROGRAM

Parallel Session 4

8:30am - 10:00am

Saturday April 22, 2023

Parallel Session 4b

8:30am - 10:00am

Location: Congress A

Chair: Sadam Issa - Michigan State University

Revising a Moodle Lesson on Intercultural Competence Using Conceptualizations of Human-Technology Mediation

This paper uses a Moodle lesson on intercultural competence to demonstrate how conceptualizations of human-technology mediation call forward opportunities for revising the lesson design that might otherwise go unconsidered. Doing so helps us reach and teach more students by better aligning the lesson's design with holistic understandings of intercultural competence.

Presenter(s): Deanna Clement - University of Wisconsin-Madison

Target Area(s): LCTL Innovation and Technology

Applicable Language(s): All Time: 8:30am - 8:55am

Virtual Bridging of the Distance: Bringing the Target Country Experience to Students through Modern Technologies

Study abroad programs provide an immersive and effective L2 learning experience but remain beyond reach of many for reasons such as financial constraints, physical disability, political instability in the target country, etc. The paper argues that 360 video- and image-based virtual tours, vlogs, and "virtual wild" in social constructivist approach-based L2 instruction can enrich learning experience and partially compensate for study abroad programs.

Presenter(s): RAZI AHMAD - The University of Kansas

Target Area(s): LCTL Innovation and Technology

Applicable Language(s): All Time: 9:00am - 9:25am

Technological Pedagogical Content Knowledge (TPACK) for 21st Century Skills

This presentation focuses on Technological Pedagogical Content Knowledge (TPACK) as a professional development framework. Language educators can assess their TPACK and use it to (further) develop 21st Century Skills through varied applications for LCTL instruction. The framework assists with integrating the following areas of expertise: the use of appropriate technology, pedagogical scaffolding and the foundation of content knowledge.

Presenter(s): Betsy Kells, Christina Frei - University of Pennsylvania

Target Area(s): LCTL Teacher Professional Development

Applicable Language(s): All Time: 9:30am - 09:55am

Parallel Session 4c

8:30am - 10:00am

Location: Congress B

Chair: Ayodeji Adelani - Southern Illinois University

Academic emotions to written corrective feedback: A case study of JFL learners

Language learning and emotions are not separable, and written corrective feedback (WCF) elicits various emotions. This case study sets out to explore JFL learners' academic emotions elicited by WCF. The results showed inter and intrapersonal differences in emotional experiences. This report will provide pedagogical implications as to how to help students regulate their negative emotions.

Presenter(s): Jun Takahashi - Colby College

Target Area(s): LCTL Pedagogy

Applicable Language(s): All Time: 8:30am - 8:55am

Exploring lexical complexity measures as linguistic correlates of proficiency in rated Russian texts

This study correlates linguistic complexity to proficiency level using a corpus of authentic Russian texts compiled from the Global Language Online Support System, a publicly available repository of world language resources with texts rated from levels 1-3 on the Interagency Language Roundtable scale.

Presenter(s): David Masters - The University of Texas at San Antonio

Target Area(s): LCTL Pedagogy

Applicable Language(s): All Time: 9:00am - 9:25am

Intermediate Korean learners' comments on and perception of a web-based peer review activity

This study investigated intermediate Korean language learners' comments on their peers' writing, and their perceptions of a web-based peer review activity. Findings indicate that students mostly commented on language form, at times providing incorrect feedback. The survey questionnaire results suggest that most students found peer feedback useful, particularly for feedback on grammar and choice of vocabulary items.

Presenter(s): Ahnong Lee - York University, Hyeyoon Cho - University of Toronto

Target Area(s): LCTL Pedagogy

Applicable Language(s): All Time: 9:30am - 09:55am

Plenary Session 3

10:10am - 11:20pm

Location: Northbrook Ballroom A & B

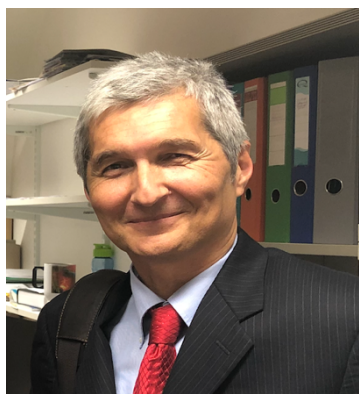
Chair: Hye Young Shin - American University

Title: Breaking the Walls of Imprisonment in English: Inclusion through Activism, Individual Supervised work, and Community Collaboration

Presenter : Danko Šipka (Arizona State University)

Abstract: This research paper delves into the current state of linguistic diversity in the United States, highlighting the shift in public discourse towards preserving linguistic diversity. The paper cites the 2017 report by the American Academy of Arts and Sciences, titled "America's Languages: Investing in Language Education for 21st Century", as an indication of this growing awareness. However, despite these efforts, there remains a significant loss of language in heritage communities and an endangerment of most indigenous languages. The paper argues that for these initiatives to be successful, they must be translated into concrete action to counteract language loss. The paper identifies three critical areas in language capacity of US speakers that lend themselves to improvement: first, not enough of those whose first language is English have an adequate command of another of America's languages; second, there is a precipitous language loss in heritage communities, which starts even with the first generation of immigrants; and third, a vast majority of Native American languages is severely endangered. To address these issues, the paper presents examples of activism in language preservation at Arizona State University (ASU). Two projects at ASU are highlighted as examples of how grassroots activism can contribute to improving foreign language skills among the general population of English speakers. The first project, "English Only? Is One Language Enough?", is a humanities lab where students create documentaries, fact sheets, and write letters to decision makers to promote multilingualism in Arizona. The second project, the "Language Instruction Standardization Initiative", is a curricular reform at the School of International Letters and Cultures which aims to promote multilingualism in the general student population. The paper also addresses the challenges faced by heritage speakers, specifically the diversity of students in these classes and the scarcity of resources available to departments and instructors. The paper argues that the alignment of final learning objectives in these classes with the NCSSFL-ACTFL Can-do Statements can provide concrete skills and tangible learning outcomes for heritage speakers. In conclusion, the paper highlights the importance of translating declarations of linguistic diversity into concrete action, and the need for resources and tangible learning outcomes for heritage speakers and less commonly taught languages. The examples of activism in language preservation at Arizona State University serve as inspiration for how grassroots activism can contribute to improving language capacity in the United States.

Bio: Danko Šipka is a professor of Slavic languages and head of the Linguistics Faculty at Arizona State University, where he teaches Bosnian/Croatian/Serbian, Polish, Slavic and linguistics in the School of International Letters and



Cultures. He also holds a titular (presidential) professorship conferred upon him by the president of the Republic of Poland. His previous experience includes stints at the universities of Sarajevo, Belgrade, Poznan, Wroclaw, Warsaw, the Jagiellonian University, and the universities of Munich and Dusseldorf. Dr. Šipka served as a senior linguist or consultant to numerous language industry companies, such as McNeil Technologies, Microsoft, Inxight, Comprehensive Language Center, Glyph, TranExp, Avant Assessment, Franklin Electronic Publishers, Microsoft Proofing Unit and university centers (New Mexico State University, University of Illinois, University of Maryland, University of Arizona, etc.). Prof. Šipka is an ACTFL-certified Oral Proficiency Tester for Polish and English and a certified interpreter for the IRS, Homeland Security Department, and the Department of Justice. He is also a regular evaluator for the American Council on Education and the Department of Education. He was president of the NFMLTA.

DAILY PROGRAM

Poster Session

11:30am - 12:30pm

Location: Chicago B

A Template for Designing Self-Assessments for LCTL Programs

This session introduces the Local LCTL Assessments (LoLA) project and solicits feedback on its development of a self-assessment template kit for LCTL teachers. The template kit guides teachers to create ACTFL-proficiency-based self-assessments for their programs using locally customized Can-Do Statements. Attendees will receive materials to create their own customized assessment.

Presenter(s): Laura López, Emily Heidrich Uebel - Michigan State University

Target Area(s): All

Applicable Language(s): All

Basic Arabic-Elementary Comprehensive Textbook

This Textbook is a valuable resource for students interested in practicing Arabic at the ACTFL basic level and instructors concerned with teaching Arabic to fulfill the program requirements for undergraduate study. It is calculated to be at the center stage since it is authored notably to the teaching universities with built-in pedagogy design as the centerpiece of the Arabic Language course.

Presenter(s): Abdulqadir Abdulkarim - Wayne State University

Target Area(s): All

Applicable Language(s): All

Flipping a Hybrid Dutch Language Classroom

The Dutch Elementary I class at Columbia University consists of in-person students in NYC and two groups of remote students (at Yale and Cornell). Using the flipped learning approach, this course enables language learners to study Dutch in a communicative way. The poster will give examples of classroom activities and will address the challenges of using this approach.

Presenter(s): Pieter Lauwaert - Columbia University

Target Area(s): All

Applicable Language(s): All

Translanguaging in Less Commonly Taught Languages Classrooms

This paper details a qualitative study of how three Less Commonly Taught Languages (LCTL) teachers in different universities across the US think about translanguaging and embody their beliefs and ideologies in their linguistic and pedagogical practices.

Presenter(s): Trang Tran- Brown University

Target Area(s): All

Applicable Language(s): All

Database of LCTL Programs in the United States

This Database compiles LCTL offerings (language programs, academic departments, and multi-college centers) and contacts from various universities throughout the United States. Making this database publicly available will increase accessibility for language education as well as allow centralization of information concerning the breadth of LCTL instruction in the U.S.

Presenter(s): Kudzai Zinyemba - Indiana University Bloomington

Target Area(s): All

Applicable Language(s): All

Exhibition Session

11:30am - 12:30pm

Location: Lobby

Boren Awards

Washington, DC 20005, USA
Tel. 800-618-NSEP ext. 1
Contact – Michael Saffle – Email: boren@iie.org

Boren Awards is a scholarship for undergraduate and graduate students who are U.S. citizens, and both want to study less commonly taught languages, and are also interested in working for the federal government. As an initiative of the Defense Language and National Security Education Office (DLNSEO), Boren awards over 300 awardees each year who use the scholarship to study in Asia, South America, Eastern Europe, Africa, and the Middle East.

NLRC

619 Red Cedar Road,
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The National Less Commonly Taught Languages Resource Center (National LCTL Resource Center; NLRC) is a Department of Education/Title VI-funded national language resource center housed in the Center for Language Teaching Advancement at Michigan State University. The mission of the NLRC is to support and develop LCTL education by 1) offering high-quality opportunities for professional learning, 2) creating open and innovative instructional resources, and 3) forging strategic collaborations at the inter-institutional level. Eleven projects in these three focus areas will contribute to LCTL teaching and learning.

Federal Bureau of Investigation (FBI)

935 Pennsylvania Avenue NW
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NCOLCTL

NCOLCTL Secretariat
601 S. Woodcrest Drive Bloomington,
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WISLI

Wisconsin Intensive Summer Language Institutes (WISLI)
Language Program Office (LPO) at UW-Madison
L50 Pyle Center
702 Langdon Street Madison,
WI 53706 Tel. 608-263-6693
Contact: Dr. Felecia Lucht – E-mail: wisli@lpo.wisc.edu

This Database compiles LCTL offerings (language programs, academic departments, and multi-college centers) and contacts from various universities throughout the United States. Making this database publicly available will increase accessibility for language education as well as allow centralization of information concerning the breadth of LCTL instruction in the U.S.

12:30pm -1:20pm

General Lunch and Exhibition

DAILY PROGRAM



Plenary Session 4

1:30pm - 2:40pm

Location: Northbrook Ballroom A & B

Chair: Sadam Issa - Michigan State University

Title: Leveraging ACTFL initiatives and resources to help build bridges

Presenter : Akash Patel (ACTFL)

Abstract: Are we effectively cultivating relationships across grade levels to ensure success? The future of our language, its students, its programs, and the profession relies on it. Join 2023 ACTFL President Akash Patel as he discusses the importance of bridging the gap between K-12 and Higher Ed in order to learn from each other's best practices, struggles, and strategies to develop lifelong language learners. Learn about ACTFL initiatives and resources that bring in, develop, and nurture current and future language students and educators. Identify ways to support heritage language and LCTL learners and programs through articulation, focusing on proficiency, and communication. Find strategies to develop and mentor educators within your own educational programs, honing their teaching and leadership skills, and finding ways to share it across contexts.

Bio: Mr. Akash Patel is the Founder of Happy World Foundation Inc. (www.happyworldfoundation.us), an international nonprofit organization that promotes global citizenship education in schools and communities worldwide. In 2018, Patel, a Spanish and Mathematics teacher with Dallas ISD, was selected as a Top 50 finalist from over 30,000 teachers for the Global Teacher Prize, a \$1 million award that is granted annually to one teacher who has made an outstanding contribution to the profession. In 2020, Patel was elected to the National Council of the United Nations Association of the United States of America (UNA-USA) to serve the 2020-2024 term. He was also appointed as the chair of the Global Engagement Summit, the largest gathering of American grassroots changemakers and global activists in the General Assembly Hall at the United Nations and the chair of the UNA-USA Educators Affinity group that helps educators from across the United States champion the Sustainable Development Goals in their classrooms. In 2021, Patel was inducted in the International Literacy



Association's 30 Literacy Leaders Under 30 list, elected as the first polyglot immigrant President of the American Council on the Teaching of Foreign Languages (ACTFL) and granted an "Einstein" green card by the United States Citizenship and Immigration Services (USCIS). In 2022, Patel was featured as TIME's Innovative Educator of the Year and elected Vice-Chairman of the National Council at UNA-USA. Patel is a recipient of several national and international honors for his work with anti-bias global education. He speaks six languages and has traveled to over 50 countries.

Saturday April 22, 2023

Colloquium 3 & Parallel Session 5

2:50pm - 4:20pm

C03 Colloquium

2:50 pm - 4:20 pm

Location: Senate A

Chair: Ana Catarina Teixeira - Emory University

Society through the Arts: Reframing the Study Abroad Curriculum

Based on first-hand experience of developing, directing, and teaching in summer study abroad programs in Europe and Latin America, the panelists aim to generate a discussion on how to reframe the curriculum to respond to the needs and interests of today's students. We emphasize art as an effective medium through which students tackle questions of social justice, inclusion, and representation.

Presenter(s): Ana Catarina Teixeira - Emory University, Nicola Cooney - Princeton University, Ana Fauri - University of Notre Dame, Michele Kettner - New York University

Target Area(s): LCTL Curriculum and Material Development

Applicable Language(s): All

Study on the Knowledge of Adverbial Case Markers of Korean L2 Learners

This study aims to investigate how many meanings of Korean adverbial case markers specifically, {ey}, {eyseo}, and {lo} — L2 Korean learners grasp and apply in language use. This paper's self-paced reading study shows that L2 learners did not have semantic contextual knowledge of the three. To understand the cause, this study analyzes Korean textbooks and conducts interviews with teachers.

Presenter(s): Eunjin Gye - Brigham Young University

Target Area(s): LCTL Pedagogy

Applicable Language(s): All Time: 3:50pm - 4:15pm

Parallel Session 5b

2:50pm - 4:20pm

Location: Congress A

Chair: Ayodeji Adelani – Southern Illinois University

Applying Transformative Learning Process in Korean language classroom

Cultural difference triggers disorientation of original perspectives. This study explores Korean language learners' experience of cultural perspective transformation through language learning process, using Jack Mezirow's Transformative Learning frame. The data is collected through interviews and journals which are analysed and show that learners' cultural perspectives have shifted. The findings give insight to educators and learners to develop cultural competence.

Presenter(s): Mina Ha - University of Manchester, Ku In (Kyuin) KIM - University of Sheffield

Target Area(s): LCTL Pedagogy

Applicable Language(s): All Time: 2:50pm - 3:15pm

Voice Dialogue Journals: A Tool to Promote Meaningful Communication in a Target Language

This study investigates college-level students' perceptions and attitudes toward the use of voice dialogue journals, the recorded dialogue journals, in learning Chinese. The author first discusses the rationale of using the tool within the theoretical framework of second language acquisition, then explains how the tool is used to promote meaningful communication and to meet individual student needs to learn Chinese.

Presenter(s): Michelle Smith - UCLA

Target Area(s): LCTL Pedagogy

Applicable Language(s): All Time: 3:20pm - 3:45pm

Collaborative Korean Project to Engage in Local Communities

The objective of the session is to share how a college advanced level Korean language class engages in the Korean communities to both perform their Korean ability and collaborative efforts for a Community-Based Learning (CBL) project.

Presenter(s): Hye Young Shin - American University, Ku In (Kyuin) KIM - University of Sheffield

Target Area(s): LCTL Pedagogy

Applicable Language(s): All Time: 3:50pm - 4:15pm

Parallel Session 5a

2:50pm - 4:20pm

Location: Senate B

Chair: Joseph Asaya – Joac Consulting Corp.

Integrating both worlds, old and new: promoting language learning strategies

My proposal explores how to cultivate active learning and learner autonomy by utilizing interactive online platforms and traditional study strategy. Recent years have challenged us to come to terms with new-normal pedagogical approaches such as remote learning and teaching via zoom teleconferences (McCarty, 2020; Angus, et al, 2021). Neurocognitive aspects of language learning vis-a-vis notetaking seem to carry an important role in retaining the input and producing the output as well, which further cultivates learners' autonomy. Integrating both old and new methods of learning thusly, the author also recognizes that individual differences are not something that we should overlook.

Presenter(s): Alice McCoy-Bae - The University of Texas at Austin

Target Area(s): LCTL Pedagogy

Applicable Language(s): All Time: 2:50pm - 3:15pm

Using YouTube Vlog as a Language Teaching and Learning Platform for KFL Learners

This presentation aims to demonstrate the practical potential of using YouTube as a platform to enhance language teaching and learning. The presenter will share how the YouTube channel she created enables her to provide supplementary materials based on her students' needs and her teaching purposes and her students to enhance their language skills and cultural understanding of Korea.

Presenter(s): Myounghee Cho - University of Rochester

Target Area(s): LCTL Pedagogy

Applicable Language(s): All Time: 3:20pm - 3:45pm

DAILY PROGRAM

Calling all language learners!

Want to make accelerated progress towards your language learning this summer?



SCAN TO APPLY

Make the most of your summer by learning a less commonly taught language through the **Wisconsin Intensive Summer Language Institutes (WISLI)**!

The following languages, including a special **Intensive Summer Multilanguage Seminar** program, are offered:

Arabic, Azerbaijani, Bengali, Brazilian Portuguese, Burmese, Dari, Filipino, Gujarati, Hebrew, Hindi, Hmong, Indonesian, Javanese, Kazakh, Khmer, Kyrgyz, Lao, Marathi, Nepali, Norwegian, Pashto, Persian/Farsi, Punjabi, Sanskrit, Sinhala, Swedish, Tajik, Tamil, Thai, Tibetan, Turkish, Urdu, Uyghur, Uzbek, Vietnamese

We are still accepting applications for WISLI Summer 2023! Mention seeing our NCOLCTL Ad in your WISLI Application & your WISLI \$25 Application Fee will be waived!

30+ Less Commonly Taught Languages Available at WISLI!

Stand out in the crowd. Learn an LCTL.

Be a path breaker by learning a less commonly taught language! Learning an LCTL is a resume builder and will open doors for you both academically and professionally in all major fields.

Prime yourself for study & research abroad.

Get a jump start on your abroad experience! Pair WISLI summer language study with a study abroad program — perfect for Boren and research scholars!

Spotlight on MULTI: Intensive Summer Multilanguage Seminar

MULTI is an online, asynchronous program where students can pursue study of a rarely taught less commonly taught language or very advanced level of a LCTL.

MULTI is FLAS funding-eligible for graduate students pursuing study of an African, South Asian, or Southeast Asian LCTL.

Summer 2023 Dates:
June 19 - August 11

Scan the QR or apply at
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702 Langdon Street
Madison, WI 53706

Parallel Session 6

4:30pm - 5:30pm

Parallel Session 6a

4:30pm - 5:30pm

Location: Senate A

Chair: Joseph Asaya – Joac Consulting Corp.

Synchronous and asynchronous Arabic summer program

In this paper, I will discuss an online model that we have adopted at the university of Kansas for three years in our Arabic intensive summer classes (2020- 2022). we have depended on both synchronous and asynchronous learning. I will discuss the pedagogical components adopted in this model and the achieved results.

Presenter(s): AMAL EL HAIMEUR - University of Kansas

Target Area(s): LCTL Pedagogy

Applicable Language(s): All Time: 4:30pm - 4:55pm

Augmenting Language Textbook Grammar Explanations through Statistical Corpus Analysis: A Case Study of the Mandarin Perfective Aspect

This paper outlines an empirical framework through which to evaluate and optimize language textbook grammar notes, using the Mandarin Chinese perfective aspect marker -le as a case study. By employing corpus-based statistical analysis, this paper reveals substantive functional discrepancies between native speaker -le usage and language textbook -le grammar explanations.

Presenter(s): Matthew Palmer - Stanford University

Target Area(s): LCTL Research

Applicable Language(s): All Time: 5:00pm - 5:25pm

Parallel Session 6b

4:30pm - 5:30pm

Location: Senate B

Chair: Ahmad Jeddeeni - Indiana University

Children's literature as a pedagogical tool in language class

Folklore is a type of children's literature. Folklore is unique in that it reflects religion, history, culture, and beliefs of target language. Folklores have been used to facilitate and promote foreign language learning. Although this paper focuses on using folklore in a Korean intermediate language class, it is applicable to all languages.

Presenter(s): Seung Ah Kwak - The University of Illinois at Urbana-Champaign

Target Area(s): LCTL Research

Applicable Language(s): All Time: 4:30pm - 4:55pm

Factors in Incidental Vocabulary Acquisition: Case of Arabic

In this presentation, I discuss key factors in incidental vocabulary acquisition in second language with a specific focus on the case of Arabic. I examine how the issue of diglossia along with the unique linguistic characteristics of Arabic may impact learners' acquisition of lexical knowledge. I conclude with recommended practices to teach Arabic vocabulary incidentally.

Presenter(s): Ahmad Jeddeeni - Indiana University

Target Area(s): LCTL Research

Applicable Language(s): All Time: 5:00pm - 5:25pm

Parallel Session 6c

4:30pm - 5:30pm

Location: Congress A

Chair: Wafa Hassan - Global Educational Excellence

Opportunities and Obstacles for Achieving Language Equity among Adolescents Resettled from the Middle East and North Africa

This study aims to understand the variety of approaches US schools use to support the education of Arabic-speaking students. Participants identified several perceived effects of these orientations on academic achievement and acculturation, and providers highlighted promising directions and potential barriers for bolstered language supports. Findings indicate that Arabic-speaking newcomer students experience persistent language inequity but also locate promising pathways towards reducing these inequities.

Presenter(s): Wafa Hassan - Global Educational Excellence

Target Area(s): LCTL Research

Applicable Language(s): All Time: 4:30pm - 4:55pm

Oral Corrective Feedback: Arabic undergraduates' perceptions and preferences.

The study elicits undergraduate students' preferences concerning oral corrective feedback (OCF). Ninety-seven students of Arabic participated. The data were collected utilizing a questionnaire and semi-structured interviews. The findings reveal that participants preferred the explicit metalinguistic OCF over the implicit recast and wanted to receive the OCF immediately and in their mother tongue, English.

Presenter(s): Hezi Brosh - United States Naval Academy

Target Area(s): LCTL Research

Applicable Language(s): All Time: 5:00pm - 5:25pm



DAILY PROGRAM

Saturday April 22, 2023

Awards Ceremony

7:00pm - 12:00 Midnight

Location: Lincoln Ballroom





DAILY PROGRAM

Parallel Session 7

9:00am - 10:30am

Parallel Session 7a

9:00am - 10:00am

Location: Senate A

Chair: Marcela de Oliveira e Silva Lemos - Indiana University Bloomington

From task-based needs analysis to pedagogic task design in a Portuguese for Business course: a pilot study on anticipated and perceived task difficulty

This pilot investigation is intended to compare data about anticipated target task difficulty, obtained by a Portuguese for Business task-based needs analysis (NA), and perceived pedagogic task difficulty in the course whose design the NA informs. The goal is to begin to determine the validity of measuring task difficulty via NA and sequencing pedagogic tasks according to this data.

Presenter(s): Marcela de Oliveira e Silva Lemos - Indiana University Bloomington

Target Area(s): LCTL Research

Applicable Language(s): All **Time:** 9:00am - 9:25am

Advocating social justice and inclusive Pedagogy in LCTL curricula: Implications from online and hybrid Arabic classes

This paper discusses the feasibility of implementing open pedagogy in language classrooms, through a demonstration of an Arabic open-source textbook that was adopted in elementary classes to provide an inclusive learning experience. Students' reports emphasized themes of affordability, interactivity, and feedback. Implications are discussed for using OER as a pedagogical innovation to enhance online and hybrid pedagogy in LCTL.

Presenter(s): Ayman Mohamed - Michigan State University

Target Area(s): LCTL Curriculum and Material Development

Applicable Language(s): All **Time:** 9:30am - 9:55am

Parallel Session 7b

9:00am - 10:30am

Location: Senate B

Chair: Angela Lee-Smith - Yale University

Expanding LCTL teachers' development via Virtual Video-Based Inquiry

Professional isolation and a lack of guidance for development are common experiences among instructors of LCTLs. This presentation discusses an ongoing project that builds community and enhances practices among teachers of various LCTLs through virtual observation and annotation of video-recorded lessons, including design, results, and recommendations for similar collaborations.

Presenter(s): Amanda Lanier, Bruna Sommer Farias, Frederick Poole - Michigan State University

Target Area(s): LCTL Teacher Professional Development

Applicable Language(s): All **Time:** 9:00am - 9:25am

Developing Teaching and Learning Materials for LCTL Heritage Learners

This presentation aims to share content-based project modules that can serve as models for LCTL heritage educators to design materials that promote content and heritage language (HL) learning beyond accelerated (or faster-track) grammar and vocabulary. The presenter will share materials that bridge language and content, facilitating HL learners to connect in social, cultural, academic, and professional contexts.

Presenter(s): Angela Lee-Smith - Yale University

Target Area(s): LCTL Heritage Language, Immersion or Bilingual Education

Applicable Language(s): All **Time:** 9:30am - 9:55am

Exploring dual language immersion and family language policy: Hmong and English bilingual children agency

This session explores how three Hmong American children exercise their agency in their home environment by examining the family language policies. The study is situated at the intersection of dual language programs and family language policy because the children attend a Hmong and English dual language program.

Presenter(s): Lee Her - Michigan State University

Target Area(s): LCTL Heritage Language, Immersion or Bilingual Education

Applicable Language(s): All **Time:** 10:00am - 10:25am



NCOLCTL Executive Board Meeting

Time: 8:00 am - 9:00 am | Location: Congress A



2023 NFMLTA - NCOLCTL Graduate Student Research Award



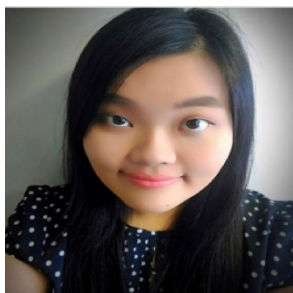
Amr Rabie-Ahmed: I am truly honored and thrilled to receive the 2023 NFMLTA-NCOLCTL research grant. I believe the opportunities NFMLTA and NCOLCTL create for researchers like me contribute immensely to the fields of Second Language Acquisition and language learning. My dissertation research focuses on the effects of using translanguaging practices by Arabic heritage learners in Modern Standard Arabic classroom, and the mobilization of social identity in class. With the support of this grant, I will be able to conduct my study and contribute meaningful and beneficial implications to our field.



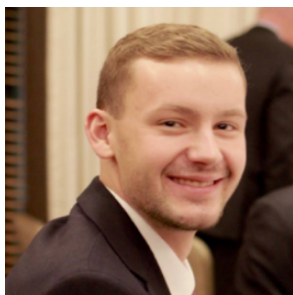
Angelina Rubina: I am concurrently a Comparative Literature MA student and a Linguistics PhD candidate at the University of South Carolina. My research interests focus on second language acquisition, language teaching, and 20th century Russian literature. My dissertation project compares how native speakers of English and English-dominant heritage speakers of Russian acquire the Russian language (through classroom instruction) and process Russian sentences. I am honored to receive the 2023 NFMLTA-NCOLCTL Research Award and believe that this grant will help me contribute to our understanding of the nature of human linguistic competence.



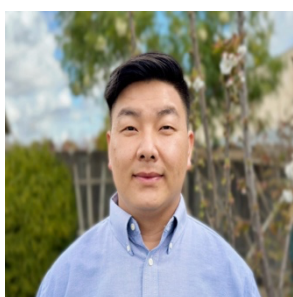
Keiji Iwamoto: I am a PhD student in the Department of Second Language Studies at Indiana University Bloomington. In my university, I teach Japanese at East Asian Languages and Cultures and Summer Language Workshop. My research interest is L2 phonetics and phonology and their implications to pronunciation teaching. The current project tries to identify exactly where L1 Mandarin learners of Japanese have perceptual difficulty in Japanese voicing contrast. I am truly honored to receive the 2023 NFMLTA-NCOLCTL Research Award and share my research with other language educators all over the world



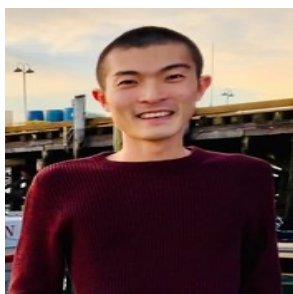
WeiHsuan Lo: I am a Ph.D. student in the Technology, Innovation, and Pedagogy Program at the University of Northern Colorado. I am also an experienced Chinese language Instructor with a Master's degree in Teaching Chinese as a Second Language from the National Taiwan Normal University, Taiwan. I'm passionate about exploring the intersection between language learning and educational technology. It is a great honor to receive this year's NFMLTA/NCOLCTL Graduate Research Award supporting my doctoral dissertation research. My dissertation involves designing an educational card game that promotes language development and problem-solving skills. This grant will help me tremendously with data collection and analysis, contributing to valuable foreign language learning experiences through gameplay.



Hunter Brakovec: I am greatly honored to receive the 2023 NFMLTA-NCOLCTL graduate research award, which will support data collection for my dissertation on the third language (L3) acquisition of Korean, Mandarin, and Russian. I am a PhD candidate in the Second Language Studies department at Indiana University. My research interests center on the effects of an adult's previously acquired languages in the acquisition of an L3. In my dissertation, I examine these effects at three levels: at initial exposure (pre-beginner), at the end of the initial stages (late-beginner), and throughout further development (intermediate and advanced).



Thong Vang: Nyob zoo hab ua tsaug! My name is Thong Vang and I am a PhD candidate in the Department of Curriculum and Instruction at the University of Minnesota - Twin Cities. I am honored to have been considered and awarded the 2023 NFMLTA-NCOLCTL Research Grant. My research focuses on language and culture, particularly in the HMoob community in the United States. The funding from this award will help me with the initial data collection phase as I hope to record and archive the voices of community elders and their stories for their families and future kin. Once more, I am grateful and I look forward to sharing my research at future conferences!



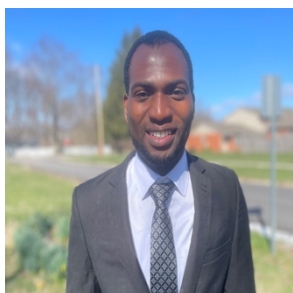
Wei William Zhou: I am honored to receive the NFMLTA/NCOLCTL Graduate Student Research Supports Grant. My sincere thanks go to NFMLTA and NCOLCTL for providing me with the opportunity to advance my research on Mandarin Chinese as an L2. My project will examine the impact of orthography on L2 word recognition and lexical access in Mandarin Chinese, and how it interacts with other linguistic aspects such as phonology in L2 acquisition and processing. Through this research, I hope to contribute to a deeper understanding of the complex mechanisms involved in Mandarin Chinese acquisition and offer fresh insights into L2 Chinese teaching and learning. I am thankful for this recognition and for NFMLTA/NCOLCTL's dedication to promoting language education and scholarship



Rossina Soyano: I am very happy to get support from NCOLCTL/NFMLTA. I am a PhD student at the Department of Modern Languages at Carnegie Mellon University. My research interests include biliteracy development, in particular, reading and writing development in first and second languages. My dissertation project focuses on the connection between morphological awareness and lexical inferencing in L2 Russian. The overall goal guiding the project is to help Russian learners become independent readers and to understand how various reading subskills contribute to this process. This award will allow me to reach out to more participants and to contribute to the science of reading.



Kaidi Chen: Kaidi Chen is a PhD candidate in Applied Linguistics and Discourse Studies in the Department of Literatures, Cultures and Languages at the University of Connecticut. He is also a member in the UConn Laboratory for Spoken Language Processing, a student in the Certificate Program of UConn Cognitive Science, and affiliated to the Connecticut Institute of Brain and Cognitive Science. His broad research interests are on bilingualism/second language acquisition, psycholinguistics, sociolinguistics and language pedagogy. In recent years he mainly works on speech perception, second language speech and open science. He is also an experienced language teacher passionate about real-world pedagogical innovations. With the support of this award/grant, he will investigate the influence of semantic context, fundamental frequency (F0), and background noise on Mandarin spoken word recognition in American learners of Mandarin with different proficiency levels.



Matthew Ajibade: I am thrilled and deeply honored to receive the 2023 NFMLTA-NCOLCTL research grant in support of my dissertation research. I am a Ph.D. candidate in the Department of Linguistics at Indiana University Bloomington. My research focuses on the influence of language background and exposure on Yoruba heritage and second language learners' phonological perception. The recent increase in the enrolment of heritage and L2 learners has posed a challenge to many LCTLs, especially those with a mixture of both groups, such as Yoruba. Thanks to this grant, my research will be able to help Yoruba instructors better understand how to address specific phonological needs of heritage and L2 learners of the language.



Bianca Brown: I am a PhD student in Second Language Acquisition at Carnegie Mellon University. My research interests focus on the development of multilingual identity in study abroad, and what kinds of social networks and interactions support that identity. The NCOLCTL grant will help me follow study abroad students of Turkish in an intensive program this summer, which will be a distinct opportunity to contribute to the learning and teaching of Turkish, as well as diversify study abroad perspectives often situated within more commonly taught languages. I am honored and grateful for the support of the NFMLTA-NCOLCTL community.



Hanyu Jia: I am truly honored to be one of the recipients of the 2023 NFMLTA-NCOLCTL Research Award to support the data collection of my dissertation project. I am a Ph.D. candidate in Second Language Acquisition and Teaching at the University of Arizona. My research focuses on advancing our understanding of the affordances of high-immersive virtual reality environments for the development of pragmatic competence of Chinese as Foreign Language Learners. I aim to understand how cutting-edge virtual reality technologies can create an immersive, authentic, and engaging learning experience for Chinese language learners. This award will enable me to carry out my research with greater rigor and to share my findings with the broader community of language educators and researchers.



2023 MAFLT LCTL Innovation Awards Winners



Jingjing Ji

- Min-Min Liang, Best Classroom Innovation
- Kristin Bidoshi, Honorable Mention

- Eduardo Viana da Silva, Best OER
- Jeannette Okur, Honorable Mention



2023 Walton Award Winner



Congratulations to Dr. Michele Anciaux Aoki for receiving the 2023 Walton Award

Dr. Michele Anciaux Aoki is an International Education and World Languages Advocate with a special focus on heritage and less commonly taught languages (LCTLs). She retired in 2019 as International Education Administrator for Seattle Public Schools, where she was responsible for developing and supporting the ten international schools in the district and their K-12 Dual Language Immersion programs in Japanese, Mandarin Chinese, and Spanish, as well as supporting all World Language teachers throughout the district. She was also Co-Director of the Confucius Institute of the State of Washington and led state-wide efforts to expand access to Mandarin language instruction in K-12 schools. From 2008 to 2014, Dr. Aoki served as World Languages and International Education Program Supervisor at the Washington State Office of Superintendent of Public Instruction (OSPI). While there she received a major grant from the Gates Foundation to support Competency-Based Credit testing to award high

school World Language credits to students with demonstrated language proficiency in dozens of LCTLs. This led to introducing the Seal of Biliteracy in Washington state, which has awarded the State Seal to more LCTLs than any other state.

Since 2011, Dr. Aoki has consulted with the University of Washington STARTALK teacher and student programs serving Heritage Language learners of Russian and Portuguese, and teachers of Russian, Portuguese, Persian, Korean, Turkish, and Arabic. Dr. Aoki currently volunteers with the Washington Association for Language Teaching (WAFLT) and serves as Advocacy Chair for the National Council of State Supervisors for Language (NCSSFL) and on the Advisory Board of the Global Seal of Biliteracy. Since 2020, she has coordinated the OSPI grant for Heritage Language learners to earn the Global Competence Certificate and Global Seal of Biliteracy, serving speakers of Romanian, Russian, Spanish, and Ukrainian.

Michele has a B.A. in Teaching English as a Foreign Language and an M.A. and Ph.D. in Slavic Linguistics, all from the University of Washington. She has received numerous leadership awards, most recently, the 2021 award for Outstanding Contributions to the Teaching of World Languages in the Pacific Northwest from PNCFL and the 2022 J. David Edwards Power of Advocacy Award from JNCL-NCLIS.

