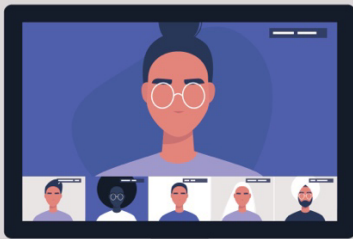# UNPACKING PRESENCE IN LCTL LEARNING:

Leveraging emerging technologies to foster interpersonal connections and intercultural competences

27th Annual Conference of the National Council of Less Commonly Taught Languages

APRIL 18-21, 2024
Pre-Conference Shared LCTL Symposium: April 18, 2024

Crowne Plaza Chicago—Northbrook Hotel
2875 North Milwaukee Ave
Northbrook, IL, 60062

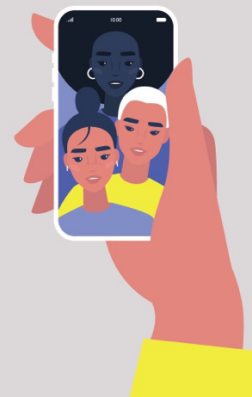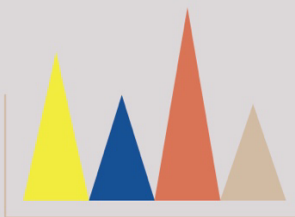**Visit www.ncolctl.org for conference details**

secretariat@ncolctl.org

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National Council of Less Commonly Taught Languages

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Welcome from NCOLCTL President

Dear Esteemed Colleagues

A cordial welcome as we embark on the commencement of the 27th Annual Conference hosted by the National Council of Less Commonly Taught Languages! The excitement of gathering in person is heightened by the return of the Shared LCTL Symposium, providing exceptional opportunities for learning and engaging discussions seamlessly woven into our conference.
In our capacities as educators, we recognize the pivotal significance of teaching less commonly taught languages in our interconnected world. This conference serves as a unique platform for exploring inventive strategies, covering curriculum development to technology integration, ultimately fostering engagement and inspiration among our students.

This year's program promises an exciting exploration of innovative approaches in language education, with a special emphasis on leveraging emerging technologies to foster interpersonal connections and intercultural competences. In an era where technology plays an increasingly integral role in our lives, harnessing its power for language education becomes paramount. The conference sessions will delve into the transformative potential of cutting-edge tools, virtual platforms, and digital resources that not only enhance language learning but also contribute to the development of cross-cultural understanding.

Active participation in presentations not only enhances our professional growth but also nurtures connections with colleagues, cultivating a robust sense of community among language educators. NCOLCTL takes pride in uniting a dynamic network of teachers devoted to sharing knowledge and resources.

We are thrilled to introduce NCOLCTL's online teaching course, a valuable resource meticulously designed for the training of world language instructors. Shaped with real-life classroom experiences in mind, this course ensures an intentional and integrated learning journey. Moreover, NCOLCTL remains steadfast in its commitment to promoting research integration and ethical pedagogical practices. We actively encourage applications for awards and grants, as well as submissions to JNCOLCTL, our esteemed academic journal.

I extend an invitation to explore the conference program for opportunities to collaborate, share innovative approaches, and gain insights from both global and local perspectives. Looking ahead, NCOLCTL is devoted to discovering innovative ways to support LCTL instructors in our changing education system. Our commitment to inclusivity remains resolute. Together, let's forge a more inclusive and equitable future for all.

Looking forward to welcoming all of you to our upcoming April 18-21, 2024 annual NCOLCTL conference in the Chicago area.

See you there!

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DAILY PROGRAM

Thursday, April 18, 2024

08:00am – 01:30pm	**NCOLCTL Executive Board Meeting**
11:00am – 06:00pm.	**Registration**
01:30pm - 05:30pm	**Shared LCTL Symposium Pre-Conference Forum (Open to All)**
02:00pm - 06:00pm	**Exhibition Setup**

Friday, April 19, 2024

08:00am - 05:00pm	**Registration**
08:00am - 05:00pm	**Exhibition Hours**
08:30a.m - 10:00am	**Colloquium 1 / Parallel Session 1**
10:05am - 10:20am	**Exhibition Session**
10:30am - 12:00pm	**Opening General Session (Plenary Session 1)**
12:10pm - 01:20pm	**Lunch (on your own) and Exhibition Session**
01:30pm - 03:00pm	**Parallel Session 2**
03 :10pm - 04:20pm	**Plenary Session 2**
04:30pm - 06:00 pm	**Parallel Session 3**
06:30pm - 10:00pm	**NCOLCTL Delegate Assembly Meeting**
06:30pm - 10:00pm	**Organizational / Business Meetings**

Saturday, April 20, 2024

08:00am - 05:00pm	**Registration**
08:00am - 05:00pm	**Exhibition Hours**
08:30am - 10:00am	**Parallel sessions 4**
10:10am - 11:20pm	**Plenary Session 3**
11:30am - 12:30pm	**Poster and Exhibition Session**
12:30pm - 01:40pm	**Lunch (on your own) and Exhibition**
01:45pm - 03:15pm	**Colloquium 3 / Parallel sessions 5**
03:30pm - 05:30pm	**Parallel Session 6**
06:30pm - 12:00am	**Awards Dinner / Ceremony**

Sunday, April 23, 2023

09:00am - 12:00pm	**Exhibition Hours**
12:00pm - 2:00pm	**NCOLCTL Executive Board Meeting**

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

2024 Theme: Differentiated Instruction

Join us for an afternoon reception and hear Dr. Garza explore topics and issues around differentiated instruction, intersectional identities, mixed proficiency levels, and other factors that influence and inform student motivation for language learning. A panel of LCTL instructors will respond with their own experiences and expertise.

All attendees must register for the NCOLCTL conference. All attendees will be able to apply for reimbursement of their member-rate registration cost after attending SLCTLS. (A one-year NCOLCTL membership [$50], if not already a member — can be reimbursed.) A sign-in sheet at SLCTLS will serve as the point of contact for the reimbursement application.

Agenda

- 1:00-1:45 Meet & Greet with refreshments.
- 1:45-2:00 Welcome and Introductions
- 2:00-2:30 Innovation Highlight
- 2:30-2:45 Break
- 2:45-3:45 **Keynote:** Differentiated Instruction (Dr. Thomas Garza, University of Texas at Austin)

- 3:45-4:45 Panelist Responses
  - Thiago Brito Santos (Purdue University)
  - Adrien Smith (University of Texas at Austin)
  - Kanjana Thepboriruk (Northern Illinois University)
  - Lidwina van den Hout-Huijben (University of Chicago)
- 4:45-5:15 Q&A and guided discussion
- 5:15-5:30 Evaluation, farewell

Colloquium 1 & Parallel Session 1   8:30am - 10:00am

Friday April 19, 2024

Registration   08:00am - 05:00pm

Location: Hotel Lobby

Exhibition Hours.   08:00am - 05:00pm

Location: Northbrook Lobby

C01 Colloquium   08:30 am - 10:00 am

Location: Senate A

Chair: Sadam Issa

Multilingual Conversation Analysis Using AI: A Comprehensive Study on Hindi and Turkish Oral Proficiency Tests

Artificial Intelligence (AI) integration has ushered in transformative possibilities in the ever-evolving language education and assessment landscape. This proposal outlines a study that aims to share conversation analyses conducted in two distinct languages—Hindi and Turkish—leveraging the capabilities of AI. This research analyzes anonymous oral proficiency test samples, examining various linguistic elements such as text type, grammar structure, and vocabulary frequency.

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

Target Area(s): LCTL Innovation and Technology

Parallel Session 1 – A   08:30am - 10:00am

Location: Senate B

Chair: ThúyAnh Nguyễn

1. A Comprehensive Comparison of TOPIK and OPI and its Implications for the Seal of Biliteracy

This paper compares the two Korean speaking evaluation tests, the Test of Proficiency in Korean (TOPIK) and the Oral Proficiency Interview(OPI) of the American Council on the Teaching of Foreign Languages (ACTFL), and proposes a comprehensive framework for assessing Korean speaking proficiency that can be utilized as a language qualification both in South Korea and the United States. Furthermore, based on the analysis of Korean and American-speaking assessment frameworks, this paper reviews the current status of the Seal of Biliteracy (SoBL) in the United States and presents its limitations. It also discusses practical approaches to utilizing the Seal of Biliteracy.

Presenter(s): Sunyoung Park - Harvard University, Sungvin Bae - Hankuk University of Foreign Studies

Target Area(s): LCTL Assessment

Time: 8:30am - 8:55am

2. AI-Supported Material Design in a Task-Based Language Teaching 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

Time: 9:00am - 9:25am

3. Beyond classroom and native speakers for learner legitimacy: Original mascot character project for Less Commonly Toured Japanese Prefectures (LCTJaP)

Learners investigated one of Japanese prefectures and created an original mascot character and its background story leveraging emerging technology (e.g., Chat GPT). This project tackled on fostering learners' legitimacy as Japanese users in the context of globalization and Diversity Equity, and Inclusion. Implications to other LCTL classroom will be discussed.

Presenter(s): Keiji Iwamoto - Indiana University Bloomington

Target Area(s): LCTL Curriculum and Material Development

Time: 9:30am - 09:55am

Parallel Session 1 – B   08:30am - 10:00am

Location: Congress A

Chair: Honaidah Ahyad

1. Building a Successful Certificate Program in Less Commonly Taught Languages

This brief talk presents an overview of Rice University's Certificate in Languages and Intercultural Communication that is offered in five LCT languages. The speakers will describe the rationale for the creation of the Certificate Program by the Center for Languages and Intercultural Communication, its objectives, structure, and students' perceptions as stated on the Senior Exit Survey (EXS).

Presenter(s): Hossam Elsherbiny, Helade Scutti Santos - Rice University
Target Area(s): LCTL Curriculum and Material Development
Time: 8:30am - 8:55am

2. National LCTL Resource Center Updates

This session will give participants a chance to learn the latest about the National LCTL Resource Center and its initiatives. The NLRC supports LCTL education by offering professional development, creating open resources, and forging strategic collaborations. NLRC personnel will also highlight funding opportunities for LCTL instructors and connect with participants about possibilities for collaboration in future funding cycles.

Presenter(s): Koen Van Gorp, Felix Kronenberg, Luca Giupponi - Michigan State University
Target Area(s): LCTL Teacher Professional Development
Time: 9:00am - 9:25am

3. Fostering Interpersonal communication and Connection through Course Blog

Course blog was incorporated to encourage extensive writing. Students wrote a blog entry on any topic and shared comments among classmates. Course blog became a space for students to engage in authentic multimodal communication, thus fostering interpersonal connection and a sense of community. Also, frequent writing of blog entries helped students improve their writing skills.

Presenter(s): Mika Yamaguchi - Yale University
Target Area(s): LCTL Curriculum and Material Development
Time: 9:30am - 09:55am

Exhibition Session 10:05am -10:20am

Friday April 19, 2024

General Opening (Plenary Session 1).   10:30am - 12:00pm

Welcome Address: **Hye Young Shin, NCOLCTL President**

Location: **Northbrook Ballroom A & B.**   **Chair:** Feride Hatiboglu (NCOLCTL President - Elect)

Title: **Learner Transformations: Virtual Communities, Autonomous Contact, and Intercultural Competences**

Presenter: **Thomas Garza**

Bio: Thomas Jesús Garza is Associate Professor in the Department of Slavic and Eurasian Studies and Founding Director of the College of Liberal Arts Texas Language Center at the University of Texas at Austin. He teaches courses on Russian language and language pedagogy, world literature, and Russian popular culture. Since 1979, he travelled frequently to Russia and lived in Moscow for several years. He received his doctorate from Harvard University in 1987. During his more than 30-year tenure at U Texas, he has received numerous prizes for undergraduate and graduate teaching and was inducted into the University Academy of Distinguished Teachers in 2003, selected for a U Texas Regents' Outstanding Teaching Award in 2009, and chosen a "Texas Top Ten" instructor by the Texas Exes in 2018. He has published articles in *Modern Language Journal*, *Foreign Language Annuals*, *Slavic and East European Journal*, *Russian Language Journal*, and *Current History*. He recently completed a book manuscript on filmic portraits of *machismo* in contemporary Russian and Mexican cultures and is currently working on a new project on Russian actor and bard Vladimir Vysotsky in the Americas in the 1970s.

Abstract: Rivers' (1973) notion of "autonomous interaction" as one of the goals of language acquisition, when the learner interacts independently and spontaneously with the language and culture in an authentic setting, maintains much face validity in the digital age, given the available media and materials for virtual contact with the language and culture. Garza discusses the cultural transformation that world language learners can undergo when they engage with native speakers in virtual environments for autonomous interaction. Alternatives to study abroad experiences, for example, can be created using online resources and virtual communities of native speakers. Portfolio and journal materials provide qualitative evidence of transformative experiences that learners undergo as they engage in mediating authentic artifacts and become increasingly culturally proficient.

Lunch (On your own) | 12:10pm -1:20pm

Colloquium 2 & Parallel Session 2   01:30pm - 03:00pm

Parallel Session 2 – A   01:30pm - 03:00pm

Location: Senate B

Chair: Maria Goebert

1. Optimizing Task Design for Teaching Chinese: A Comprehensive Analysis on Giving-Directions Unit in CFL Context

This proposal presents a comprehensive analysis of task design optimization within the TBLT framework for teaching Chinese as a Foreign Language (CFL), underscoring the synergy between research and practical application in language education, contributing nuanced insights to CFL pedagogy. The study centers on the "Giving Directions" unit, examining a multi-stage task sequence designed to enhance language acquisition and cultural understanding.

Presenter(s): Zhangdaiwei Xu - Columbia University - University of Chicago
Target Area(s): LCTL Curriculum and Material Development
Time: 1:30pm - 1:55pm

2. Making LCTLs Visible and Accessible via LCTLs OER Grant

This presentation showcases the success of OER LCTLs textbooks, and share a project funded by the International Research and Studies (IRS) of the Department of Education which aims to (i) developing OER content for 12 Southeast and South Asian languages; (ii) convening workshops for groups of OER authors; and (iii) publishing and promoting OER textbooks

Presenter(s): Rajiv Ranjan - Michigan State University
Target Area(s): LCTL Curriculum and Material Development
Time: 2:00pm - 2:25pm

3. Withholding Feedback to Promote Writing

This presentation proposes that students can improve their writing proficiency, without receiving feedback, comparable to a group that receives feedback. Based on the analysis of a pre- and post-test result, the reasons feedback-free tasks are beneficial and how to design writing tasks will be presented.

Presenter(s): Bomi Oh, Hyounjoo Hwang- Arizona State University
Target Area(s): LCTL Curriculum and Material Development
Time: 2:30pm - 02:55pm

Parallel Session 2 – B   01:30pm - 03:00pm

Location: Congress A

Chair: Lia Herrera-Lasso

1. Language Partner Program between Vietnam and the US: Benefits, Challenges, and Recommendations

This paper explores a language partner program connecting L2 English learners from Vietnam and L2 Vietnamese learners in the US. This study sheds light on the benefits and challenges associated with language partner programs for L2 learners, offering recommendations for future planning and improvement.

Presenter(s): An Sakach - Arizona State University
Target Area(s): LCTL Curriculum and Material Development
Time: 1:30pm - 1:55pm

2. Integrating Animated -Folktale on learners' Achievement in Yoruba L2 Skills and Culture among Yoruba and Non-Yoruba Speakers

The study investigated integrating animated- folktale on learners' achievement and cultural values. Tortoise folktales were used as treatments. Yoruba Folktale Achievement test was administered. 40 participants participated. One tail post -test experimental design was adopted. T-test was used to test hypotheses. Animated folktale is a viable strategy to learn Yoruba language and cultural values.

Presenter(s): Banjo Adebisi Elizabeth - University of Lagos
Target Area(s): LCTL Curriculum and Material Development
Time: 2:00pm - 2:25pm

3. Revisit Motivation with Integrating Cultural Projects in Korean Class

Given the significance of motivation, this paper addresses the integration of culture into each LCTL instruction. It will elucidate the rationale for incorporating cultural projects at different class levels and provide real classroom samples and models, along with practical ideas and applications for teaching culture.

Presenter(s): Young Hong - University of California, Riverside
Target Area(s): LCTL Curriculum and Material Development
Time: 2:30pm - 02:55pm

Friday April 19, 2024

DAILY PROGRAM

Plenary Session 2   03:10pm - 04:20pm

Location: Northbrook Ballroom A & B.   **Chair:** Hye Young Shin (NCOLCTL President)

Title: Embracing Change and Diversity: Cultivating Intercultural Competence in Gen Z's Language Education Through Student-Led Explorations

Presenter: Mijeong Kim and Haewon Cho

Abstract: Amidst the rapidly evolving sociocultural dynamics of the post-pandemic world, college classrooms are witnessing a notable generational shift to Generation Z. These students, with distinct characteristics shaped by recent global events and technological advances, face unique challenges and uncertainties in an ever-changing, globally interconnected environment (Katz et al., 2021). Cultivating intercultural competence in language education is pivotal in equipping Generation Z with the necessary skills for the 21st century (Soffel, 2016). The presentation examines Generation Z's unique characteristics, influenced by modern challenges and innovations. It proposes an updated language curriculum that emphasizes intercultural competence, project-based learning, multi-literacy approaches, and technology-based activities, such as engagement in the Metaverse and other web applications. These methods are designed to foster students' active engagement in cultural exploration. The use of the O.S.E.E. tool for project design (Deardoff, 2012) will be discussed along with examples, including cultural research projects and interactive experiences in virtual environments. This approach aligns with Generation Z's diverse backgrounds, social interests, and digital media affinity, to enhance their language skills and cultural engagement.

References:

Deardorff, D. K. (2012). Framework: Observe, state, explore, evaluate (OSEE) tool. In K. Berardo & D. K. Deardorff (Eds.), Building cultural competence: Innovative activities and models. Sterling: Stylus. pp.58-60.

Katz, R., Ogilvie, S., Shaw, J. & Woodhead, L. (2021). Gen Z, Explained: The Art of Living in a Digital Age. Chicago: University of Chicago Press. https://doi.org/10.7208/chicago/9780226814988

Soffel, J. (2016, March 10). Ten 21st-century skills every student needs. World Economic Forum. https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/.

Bio: Mijeong Kim is a Teaching Professor in the Department of East Asian Languages and Cultures at Washington University in St. Louis, where she serves as the Director of Undergraduate Studies and Coordinator of the Korean Language Program. She earned her Ed.D. in Second Language Acquisition, with a subspecialization in Educational Technology, from the University of San Francisco, as well as both an MA and a BA in Linguistics from the State University of New York. Since joining Washington University in 2002, she has instructed Korean at all levels and dedicated herself to the development of both curriculum and teaching materials. Mijeong is the co-author of several textbooks, including the You Speak Korean e-textbook series for college students, Advanced Korean, and Tigers, Fairies, and Gods: Enchanting Folktales from Korea. With expertise in Korean language pedagogy, curriculum design, technology integration in educational settings, and heritage language education, Mijeong has been actively involved in her field. Her positions as Executive Secretary and a member of the Executive Board of Directors at the American Association of Teachers of Korean (AATK) have enabled her to contribute meaningfully to Korean language education through various national programs, conferences, and initiatives. Dedicated to her department and the broader educational community, she supports the professional growth of instructors and strives to embed cultural literacy and principles of Diversity, Equity, and Inclusion (DEI) within language education. Her career is characterized by a commitment to academic rigor, pedagogical innovation, and the promotion of cultural understanding through language education.

Bio: Haewon Cho is the Director of the Korean Language Program and a Senior Lecturer in Foreign Languages in the Department of East Asian Languages and Civilizations at the University of Pennsylvania. She received M.A.s in Linguistics and TESOL from the University of Washington and an M.A. in Advertising from the University of Texas at Austin. She has taught all levels of Korean at several institutions, including the University of Michigan, Middlebury College, and the Joseph H. Lauder Institute of Management and International Studies at the University of Pennsylvania. Throughout her career, she has been committed to developing quality teaching materials and promoting Korean language education in the United States. Her other teaching and research interests include language pedagogy, curriculum design, inclusive pedagogy, and teaching with technology, as well as teaching language for professional purposes. She has co-authored multiple textbooks and reference books, including the Epic Korean series, the Topics in Korean Languages and Culture series, the You Speak Korean OER textbook series, Korean Grammar: The Complete Guide to Speaking Korean Naturally, Basic Korean, and Korean Hangul for Beginners. A dedicated contributor to the field, she currently serves as the Vice Chair of the ACTFL's Korean Special Interest Group. Previously, she served as Secretary of the group and as an AATK Executive Board member.

Parallel Session 3

4:30pm - 6:00pm

Parallel Session 3 – A 04:30pm - 06:00pm

Location: Senate A

Chair: Feride Hatiboglu

1. Integrating Project-Based Learning into Curriculum and Material Development with Differentiated Instruction and Open Educational Resource

The paper will discuss the META (Most Effective Teaching Approaches) in Curriculum and Material Development with Project-Based Learning (PBL) in Vietnamese language class at University of Michigan. While PBL approach has been applied effectively in Vietnamese classes at different proficiency levels, it has also been integrated well to build up the curriculum with Differentiated Instruction and Open Education Resource materials.

Presenter(s): ThuyAnh Nguyen - University of Michigan
Target Area(s): LCTL Curriculum and Material Development
Time: 4:30pm - 04:55pm

2. Measuring Korean Language Proficiency in Heritage Students

This session aims to share performance-based tests from the National Association for Korean Schools, designed to enhance Korean heritage school students' proficiency, promote integration into mainstream language education, and motivate improvement in communication skills and cultural awareness.

Presenter(s): Hye Young Shin - American University, Tiffany Chew - The National Association for Korean Schools
Target Area(s): LCTL Heritage Language, Immersion or Bilingual Education
Time: 5:00pm - 5:25pm

3. An Experiment with AI Language Model in Creating Hindi Material: Pros & Cons

This paper examines the potential benefits and limitations of using AI language models to generate Hindi reading materials. It analyzes key considerations around quality, bias, plagiarism, and pedagogical utility of these materials for the LCTL like Hindi which has less online visibility..

Presenter(s): Anand Dwivedi - Lauder Institute, University of Pennsylvania
Target Area(s): LCTL Innovation and Technology
Time: 5:30pm - 05:55pm

Parallel Session 3 – B 04:30am - 06:00pm

Location: Senate B

Chair: Asmaa Shehata

1. Animatronic speech: Alleviating anxiety in speaking less commonly taught language, in case of Japanese

The aim of this study is to research the way to alleviate students' anxiety when speaking in front of a group in less commonly taught languages – in Japanese. By students' recording and programing animatronics presentation at a Japanese 200 college level, the result showed that students expressed less anxiety.

Presenter(s): Masako Nunn - University of Redlands
Target Area(s): LCTL Innovation and Technology
Time: 4:30pm - 04:55pm

2. Constructivist Strategies in the Virtual Kaqchikel Maya Classroom

In this session, we'll explore a metacognitive activity L2 students can engage in after having completed a group language-learning activity. For this post-activity, learners reflect metacognitively and meaningfully on how they performed in their collaborative language-learning tasks, generating a piece of group art using an online collaborative whiteboard. Prompts, learning goals, and methods are based on Constructivist theories and approaches.

Emily Tummons - University of Kansas
Target Area(s): LCTL Pedagogy
Time: 5:00pm - 5:25pm

3. Engaging Learners in and Outside of the Classroom with Examples from Arabic and KiSwahili

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

Presenter(s): Iman ALRAMADAN , Alwiya S. Omar - Indiana University
Target Area(s): LCTL Innovation and Technology
Time: 5:30pm - 05:55pm

Parallel Session 3 – C 04:30pm - 06:00pm

Location: Congress A

Chair: Rajiv Ranjan

1. Enhancing LCTL Learning and Advocating for LCTLs through Community Service

This presentation demonstrates a community-service project that enhanced the learning process for students of college Korean as a Foreign Language (KFL), met the identified community's needs, and advocated for Less Commonly Taught Languages (LCTLs) like Korean. The presenter will share the methodologies of the project and the reflections of KFL learners and the community partner.

Presenter(s): Myounghee Cho - University of Rochester
Target Area(s): LCTL Curriculum and Material Development
Time: 4:30pm - 4:55pm

2. Enriching Language Learning Resources through AI Text-to-Speech Applications

The presentation will center on: i) the evaluation of current AI TTS available for Vietnamese; ii) tips and hands-on experience of creating TTS recordings using free platforms; and iii) different types of pedagogical activities that benefit from AI TTS. By the conclusion of the presentation, participants will be equipped with takeaways that can be incorporated across languages.

Presenter(s): An Sakach - Arizona State University
Target Area(s): LCTL Innovation and Technology
Time: 5:00pm - 5:25pm

3. Fostering Intercultural Competence through Global Virtual Exchange by Connecting Global Communities

UT Austin and KAIST brought students together to synchrounsly and asynchrously interact through projects, leveraging emerging technologies via Texas Global Virtual Exchange (GVE) Program and KAIST International Office. This GVE played an important role to foster intercultural interactions among students of both target cultures and to help students to become global citizens with intercultural competence.

Presenter(s): Alice McCoy-Bae - The University of Texas at Austin, Eun Gyong Kim - Korea Advanced Institute of Science and Technology
Target Area(s): LCTL Innovation and Technology
Time: 5:30pm - 5:55pm

Friday April 19, 2024

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NCOLCTL Delegate Assembly Meeting

Time: 6:30pm -10:00pm   Location: Senate A

Colloquium 3 & Parallel Session 4   8:30am - 10:00am

Registration   08:00am - 05:00pm

Location: Hotel Lobby

Exhibition Hours.   08:00am - 05:00pm

Location: Northbrook Lobby

Parallel Session 4 – A   08:30 am - 10:00 am

Location: Senate A

Chair: Sadam Issa

1. Meaningful Communication and Second Language Learner Autonomy

This study suggests that second language (L2) learners have autonomy in selecting sounds for meaningful communication. An experimental study with 27 non-heritage learners of Korean revealed that lower-level learners rated their pronunciation more positively compared to upper-level learners. The study discusses that, among numerous L2 sounds, learners choose sounds they need for meaningful communication.

Presenter(s): Mi-Hyun Kim, Hyunju Ha - University of Pittsburgh

Target Area(s):
Time: 8:30am - 8:55am

2. Using popular media to promote engagement and build cultural competence in LCTLs: Elementary Turkish through TV shows

This paper showcases how we use TV shows as authentic teaching materials at Northwestern University's Turkish Program to promote engagement and build cultural competence in the 1st-year course. We will share how we incorporated TV shows into our existing curriculum, the challenges we encountered with tech tools and show examples of teaching materials.

Presenter(s): Oya Topçuoğlu Judd, Selin Tanış - Northwestern University

Target Area(s): LCTL Innovation and Technology
Time: 09:00am - 09:25am

Parallel Session 4 – B   08:30am - 10:00am

Location: Senate B

Chair: Rajiv Ranjan

1. LCTLs on ScarletCanvas: Ohio State's online, asynchronous, self-paced introductory language courses

Presenters will share their experience in developing four online, asynchronous, self-paced introductory courses (Catalan, BCS, Polish, Romanian) created for ScarletCanvas, OSU's public-facing course management platform.

The goal of these courses is to offer a wide variety of learners the opportunity to be introduced to these languages and cultures of the countries where they are spoken within about 25 course hours.

Presenter(s): Nina Haviernikova, Adela Lechintan-Siefer, Jessica Henderson - The Ohio State University

Target Area(s): LCTL Innovation and Technology

Time: 8:30am - 8:55am

2. Play, Creativity, and Language Learning

This presentation will introduce related research on the benefits of play with the support of educational technology, which can improve learners' literacy skills, interpersonal skills, and community engagement. This presentation will introduce three language learning activities, including creating wordless picture books with Book Creator, incorporating MovieTalk with Nearpod, and using Tableau and Pantomime with Jamboard.

Presenter(s): Kexuan Wu - University of Oklahoma

Target Area(s): LCTL Innovation and Technology

Time: 9:00am - 9:25am

3. The Role of Synchronous Cultural Exchange Programs in Creating a New Generation of Global Citizens

Establishing collaborations with overseas institutions is essential in language teaching and learning. Conferencing platforms such as Zoom have made such collaborations possible. Thanks to this relatively new technology, students can get a first-hand experience of the target language and its culture. Additionally, students learn the skills of creating virtual programs.

Presenter(s): Honaida Ahyad - Stony Brook University
Target Area(s): LCTL Innovation and Technology
Time: 9:30am - 09:55am

Parallel Session 4 – C 08:30am - 10:00am

Location: Congress A

Chair: Feride Hatiboglu

1. Reimagining language contact data in study abroad: Mapping interaction around interlocutors

This paper takes an interactionist approach to the study abroad experience, recursively collecting and revisiting data with the sojourner participant as they map their target language interactions around new and recurring interlocutors on a weekly basis. A dynamic online tool is proposed to visualize how interactional patterns change over time.

Presenter(s): Bianca Brown - Carnegie Mellon University
Target Area(s): LCTL Research
Time: 8:30am - 8:55am

2. Russian Idioms: How Many are Present in Textbooks and How Effectively are They Taught?

The study explores the importance of idioms in language learning, challenges L2 learners experience, and proposes criteria for assessing the quality of teaching idioms in textbooks on the example of Russian textbooks. Additionally, eleven Intermediate/Advanced level Russian textbooks were analyzed in terms of presence of idioms, and a framework was proposed that provides directions on analyzing the quality of treatment of idioms.

Presenter(s): Varvara Kurylova - University of Cincinnati
Target Area(s): LCTL Research
Time: 9:00am - 9:25am

3. LCTL Teacher Transformation: A STARTALK experience

What made teachers engage in transformational changes in their beliefs and teaching practices through professional development programs? This study aims to introduce a professional development model, using a STARTALK teacher program as an example, to meet diverse teacher needs and present analytic results of teachers' growth and transformational changes in a learning community.

Presenter(s): An Chung Cheng - University of Toledo
Target Area(s): LCTL Teacher Professional Development
Time: 9:30am - 9:55am

Saturday April 20, 2024

Plenary Session 3   10:10am - 11:20pm

Location: **Northbrook Ballroom A & B.**   **Chair:** Rajiv Ranjan (NCOLCTL Member-At-Large)

Title: **The Integration of AI into LCTL classrooms: Why AI Literacy is Important**

Presenter: **Frederick Poole**

Bio: Frederick Poole, Assistant Professor of Master of Arts in Foreign Language Teaching, Center for Language Teaching Advancement, received his Ph.D. in Instructional Technology and Learning Sciences in the College of Education at Utah State University in 2020. His research investigates the implementation of technology for improving second language literacy skills and the effect of well-designed games on second language learning and teaching. Frederick has taught Chinese as a Foreign language as well as graduate-level courses related to second language teaching methods, educational technology, and using games for learning.

Abstract: As tools leveraging Artificial Intelligence become available and more reliable for less commonly taught language (LCTL) classrooms, the need for AI literacy among language teachers and learners becomes more apparent. More recently, AI literacy includes a basic understanding of how large language models generate text, an understanding of AI capabilities and limitations, and skills related to prompting AI tools among others. This talk will discuss the importance and role of AI literacy in preparing LCTL teachers for a future integrated with AI technology.

Saturday April 20, 2024

Location: Chicago B

Investigating Students' Investment in Learning Italian through DMC

This poster reports on the impact of DMC (i.e., group video projects) on the investment (Norton, 1995) in L2 learning of a group of undergraduate L2 Italian learners. The study highlights a spectrum of learners' commitment levels as well as the diverse resources (i.e., cultural, economic, social) acquired and challenges faced by learners throughout the learning process.

Presenter(s): Francesca Marino - University of South Florida
Target Area(s): All

Functional Arabic Workbook

The current Workbook is a crucial documentation and educational tool primarily used for creating a period of critical thinking through diverse activities to boost the development of basic intellectual abilities and skills. It was created as a classroom knowledge source, the practical and systematic pathway to assist students in solving complex cognitive tasks.

Presenter(s): Abdulqadir Abdulkarim- Wayne State University
Target Area(s): All

Exhibition Session   11:30am - 12:30pm

Location: Lobby

1. NLRC
619 Red Cedar Road,
B135 Wells Hall,
East Lansing,
MI 48824-1027

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.

2. The Chicago Language Center and Office of Language Assessment
University of Chicago
Cobb Hall Suite 211,
5811 S. Ellis Ave,
Chicago IL 60637
773-702-9772

The Chicago Language Center (CLC) and Office of Language Assessment (OLA) are hubs for innovative assessment and pedagogy across all languages taught at The University of Chicago, and for workshop participants from across North America. Their professional development programs, based on a proficiency-oriented, assessment-driven reverse design approach, deliver agency to instructors as they transform their curricula and reframe language learning for their students as real-world skills to take out into the world.

3. Mango Languages
Detroit, MI
877-626-4611
www.mangolanguages.com/k12

Mango Classroom is a cutting-edge digital language learning platform that offers a wide array of resources. With over 70 world languages, including less commonly taught ones like Japanese, Chinese, Russian, and MSA, along with 20+ EL courses, comprehensive activities, and student workbooks, Mango Classroom is designed to cater to diverse language learning needs.

4. Avant Assessment
940 Willamette St #530,
Eugene, OR
97401
https://avantassessment.com/

Avant delivers the Avant STAMP language assessment in more than 45 languages. Its comprehensive reports provide actionable data for test takers and administrators. The Avant STAMP is used to earn certifications such as State and Global Seals of Biliteracy. Avant MORE Learning offers custom professional learning and Avant ADVANCE, our online teacher training tool on the proficiency guidelines.

Lunch (On your own) | 12:30pm -1:40pm

Colloquium 3 & Parallel Session 5   1:45pm - 03:15pm

Saturday April 20, 2024

C03 Colloquium   01:45 pm - 03:15 pm

Location: Senate A

Chair: Rajiv Ranjan

Teaching quantifier category in the Kazakh language: functional semantic approach and quantifier words

In this paper, the quantifiers of the Kazakh language and the teaching of the quantifier category of the Kazakh language will be considered. And each speaker of the colloquium will consider the quantifier category from different angles. More precisely, it will be analyzed as an object of functional-semantic analysis, linguistic and cognitive research, ways of its expression in the modern Kazakh language, and quantifier words in literary texts.

Presenter(s): Zeinekhan Kuzekova, Elmira Orazaliyeva, Samal Abzhanova, Balnur Korganbekova, Yernur Korganbek

Target Area(s): LCTL Teacher Professional Development

Parallel Session 5 – A   01:45pm - 03:15pm

Location: Senate B

Chair: Alwiya Omar

1. ZIPIR Turkish: Zip Down to the Istanbul Streets' Wall Writing

My presentation will be about a language project including Wall Writings. A sustainable digital resource (web portal) has been created for Turkish classes at Harvard in order to expand and enrich the Turkish curriculum and I will introduce this web portal in the NCOLCTL

conference. Key words: innovation&technology, curriculum,language material, web portal.

Presenter(s): MERYEM DEMIR - HARVARD UNIVERSITY

Target Area(s): LCTL Innovation and Technology

Time: 1:45pm - 2:10pm

2. Virtual Reality Immersion as a critical tool for the expansion of the cultural component

This presentation will showcase an initiative in the use of virtual reality immersion in Portuguese classes towards the critical teaching of culture. We use virtual reality immersion as an added element of the cultural content that is the focus of this investigative practice. We will also share examples and preliminary outcomes.

Presenter(s): Juliano Saccomani - The University of Chicago

Target Area(s): LCTL Innovation and Technology

Time: 2:15pm - 2:40pm

3. Effectiveness of Yoruba Proverbs in Teaching Yoruba Language and Culture

This research evaluated 51 participants in an ethnographic study of Yoruba learners aged 7-13. Findings indicated that the competence and attitude of learners of Yoruba language and culture improved when taught, within a controlled instructional framework, only Yoruba proverbs. The utilized instructional framework proved effective in teaching Yoruba language and culture.

Presenter(s): Adebimpe Adegbite - Tulane University

Target Area(s): LCTL Instruction from Pre-K to Professional Level

Time: 2:45pm - 3:10pm

Parallel Session 5 – B   01:45pm - 03:15pm

Location: Congress A

Chair: Asmaa Shehata

1. Teaching an Intensive Modern Greek Online Course: Navigating Challenges and Gaining Insights

This paper outlines the design, development, and challenges of teaching a 4-week synchronous online course in Modern Greek at a US university. Despite the multifaceted challenges encountered, results revealed that students had a positive learning experience in the course and were highly satisfied with their learning outcomes.

Presenter(s): Maria Kouti - Hellenic College Holy Cross
Target Area(s): LCTL Instruction from Pre-K to Professional Level
Time: 1:45pm - 2:10pm

2. Multiculturalism in an International Language School: Intercultural Competence and Leadership

This paper addresses how the president of an international language school experiences communication in its multicultural staff. Through intercultural competence, I explored the need of multicultural awareness to foster communication, productivity, and diversity. Data collected from interviews with leaders in an international language school will help analyze the experiences lived regarding communication, and the role of leaders in these interactions.

Presenter(s): Lia Herrera Lasso - ICA Language Services/Creighton University
Target Area(s): LCTL Leadership and Advocacy
Time: 2:15pm - 2:40pm

3. The Elephant in the Room: Thai Heritage Language Instruction at Community-based Schools from the Stakeholders' Perspectives

This is the first survey of Thai as a heritage language (THL) at community-based schools (CBS) in the United States (US). We interviewed and surveyed stakeholders at several Thai CBS to learn about the schools' pedagogical practices and linguistic culture. We also identify some points and methods of interventions to increase the Thai language capacity in the US.

Presenter(s): Kanjana Thepboriruk - Northern Illinois University
Target Area(s): LCTL Heritage Language, Immersion or Bilingual Education
Time: 2:45pm - 3:10pm

Saturday April 20, 2024

Parallel Session 6

3:30pm - 5:30pm

Parallel Session 6 – A   03:30pm - 4:25pm

Location: Senate A

Chair: Alwiya Omar

1. An overview Arabic STARTALK at KU: Hybrid successful language model

In this proposal, we will share the learning and teaching experience of the Arabic STARTALK program at KU. We will give an overview of the pedagogy adopted and the learning outcomes of an elementary STARTALK program.

Presenter(s): AMAL EL HAIMEUR - University of Kansas
Target Area(s): LCTL Pedagogy
Time: 3:30pm - 3:55pm

2. Intercultural Communicative Competence in Chinese as a Foreign Language Class Teaching

The study will discuss the intercultural communicative competence importance and methods in Chinese as a foreign language class teaching. It revealed the impacts of culture difference in Chinese learning. The study offers new insight into Chinese language communicative competence and have important implications for CFL research, teaching, and learning.

Presenter(s): Yanrong Qi - University of Oklahoma
Target Area(s): LCTL Pedagogy
Time: 4:00pm - 4:25pm

Parallel Session 6 – B   03:30pm - 5:30pm

Location: Senate B

Chair: Asmaa Shehata

1. Enhancing Mutual Learning in a Multi-Level Classroom

The endless challenge in less commonly taught language classrooms is how to instruct a multi-level classroom. A multi-level Korean grammar class adopted a group project "creating e-storybook" formed by students' proficiency level. 5 chapters of e-storybook were created by each group throughout the semester. Survey responses demonstrated their enhanced mutual learning, enjoyment of creating a story, and heightened digital learning.

Presenter(s): Yonsoo Kang-Parker - The Ohio State University
Target Area(s): LCTL Pedagogy
Time: 3:30pm - 3:55pm

2. Facing Uncomfortable Truths: Dealing with Bias in Authentic Materials

The benefits of authentic materials in language instruction are undeniable – but these materials can be laced with biases. However, we can teach students a useful life skill of recognizing potential bias in any material they might encounter, whether it is in target language or other. We offer a model unit plan that will guide students in this process.

Presenter(s): Maria Goebert - State University of New York, University at Albany
Target Area(s): LCTL Pedagogy
Time: 4:00pm - 4:25pm

3. Incorporating Sustainability in Foreign Language Teaching and Learning

This study explores the pedagogy of incorporating sustainability into language education by demonstrating how to integrate the approach through project-based learning into the existing syllabus for students.   It examines the

role of language educators in raising student awareness regarding environmental and social issues. It then provides a step-by-step overview of the design, implementation and evaluation of the sustainability project.

Presenter(s): Michelle Smith - UCLA
Target Area(s): LCTL Pedagogy
Time: 4:30pm - 4:55pm

Parallel Session 6 – C   03:30pm - 5:30pm

Location: Congress A

Chair: Rajiv Ranjan

1. An intensive edge?: The speaking proficiency outcomes of intensive LCTL programs

This presentation shares findings from the first large-scale study to assess the speaking proficiency outcomes of intensive summer LCTL programs in U.S. higher education. Speaking proficiency was measured by pre- and post-program Oral Proficiency Interviews ($N = 484$) in 14 LCTLs. The study draws on five years of data to compare speaking proficiency outcomes in both face-to-face and online formats.

Presenter(s): Felecia Lucht - University of Wisconsin-Madison
Target Area(s): LCTL Research
Time: 3:30pm - 3:55pm

2. Enhancing Language Acquisition through Micro-Games

The presentation will discuss making micro games as a transformative pedagogical tool for LCTL instruction. Incorporating micro language games can be an advantageous strategy for promoting active learning and engagement. Some game examples include, ball-toss, Quizlet Live, Jeopardy, roll the Hindi dice, describe the scenario, kolam-tiles, a game of traditional floor painting art of India.

Presenter(s): Ritu Jayakar - Penn State
Target Area(s): LCTL Innovation and Technology
Time: 4:00pm - 4:25pm

Awards Ceremony

6:30pm - 12:00 Midnight Location: Lincoln Ballroom

2024 NFMLTA - NCOLCTL Graduate Student Research Award

Danwei Li: I am a Ph.D. student in Applied Linguistics and Discourse Studies in the Department of Literatures, Cultures, and Languages at the University of Connecticut. My broad research interests include second language acquisition, bilingualism, psycholinguistics, intercultural communicative competence, and language pedagogy. I also have a great passion for teaching Chinese. I am deeply honored to receive the 2024 NFMLTA-NCOLCTL Graduate Research Award. This grant will support data collection for my dissertation, which focuses on the cross-script phonological priming effect from L2 to L1 during visual word recognition in English-speaking Learners of Mandarin at different levels. I am grateful for the support and believe it can help me contribute to a better understanding of the bilingual mental lexicon.

Kexuan Wu: Nihao! I am a Ph.D. candidate in the Department of Instructional Leadership and Academic Curriculum at the University of Oklahoma. I am deeply honored to receive the 2024 NFMLTA-NCOLCTL Research Grant. My study aims to explore Chinese as a Foreign Language learners' perceptions of using multicultural picture books as comprehensible input for language learning and how the use of these books influences the learners' multicultural awareness. Through this study, I hope to provide instructional insights into using multicultural picture books to teach university Chinese courses, enhancing learners' language proficiency and multicultural awareness, as well as shedding light on instructional practices in other languages. I sincerely thank NFMLTA and NCOLCTL for granting me the opportunity to advance my research on the intersection of language acquisition and multicultural awareness.


Leeseul Park: It is with immense gratitude that I receive the 2024 NFMLTA-NCOLCTL Research Award to support my dissertation project on the role of vocabulary knowledge in speaking proficiency. I am a Ph.D. candidate in the Department of East Asian Literature and Languages at the University of Hawaiʻi at Mānoa. As a teacher-researcher, my research interests include second language acquisition, language testing, materials development, and critical language pedagogy. In my dissertation, I investigate the relationship between receptive vocabulary knowledge and speaking proficiency among L2 Korean learners by using a newly developed Korean Vocabulary Levels Test (KVLT) and speaking measures of perceived fluency and utterance fluency. I believe that this graduate student research award will further motivate me to contribute to the field of Korean linguistics and pedagogy, promoting the importance of teaching and learning less commonly taught languages. Mahalo!

Francesca Marino: Ciao! My name is Francesca Marino and I am PhD candidate in the Linguistics and Applied Language Studies program at the University of South Florida, where I also serve as a graduate teaching assistant for the Italian Studies program. My research interests revolve around multimodality and digital media from both a pedagogical and discursive perspective. I am truly honored to receive the 2024 NFMLTA/NCOLCTL Research Award supporting my doctoral dissertation research, and I am very much looking forward to attending the upcoming conference. This grant will assist me in the analysis stage of my dissertation, its dissemination, and the creation of free educational resources. Focusing on L2 Italian learners, my dissertation seeks to broaden our understanding of how digital multimodal composing (DMC) influences language learning and students' experiences. The goals of this study include exploring the impact of DMC on: (1) the development of multiple L2 skills; (2) learners' investment in L2 learning.

Fengming Liu: I am a PhD candidate in the Department of Second Language Studies at Indiana University Bloomington. My research interests center on second language (L2) acquisition of pragmatics and language assessment. I am greatly honored to receive the 2024 NFMLTA-NCOLCTL Research Award, which will support data collection for my dissertation research on the intersection of pragmatics and prosody in L2 Mandarin Chinese. Specifically, my study investigates how L2 Mandarin Chinese learners detect, interpret, and convey ironic intentions through prosodic cues. I am deeply grateful for the recognition and support provided by this award, and I look forward to sharing my research with language educators and learners all over the world.
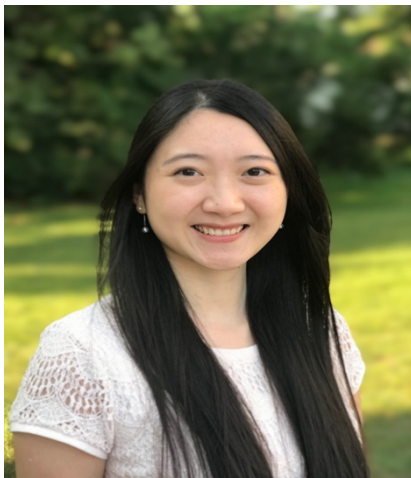
Vashti Wai Yu Lee: I am honored and deeply grateful for the support of the NFMLTA-NCOLTL community. With the NFMLTA-NCOLCTL research award, I will be able to work with a community of teachers and staff at the Chinese DLBE elementary school for a year-long ethnographic case study for my dissertation. I am examining the ideologies circulating in a Chinese dual language bilingual education (DLBE) program and analyzing how these ideologies are constructed, as well as exploring the identities of a Chinese-American Chinese heritage speaker DLBE teacher and how ideologies found within the DLBE program impact this Chinese DLBE teacher and his pedagogy.

Xinyue Lu: I am a PhD candidate in the Multilingual Language Education program at Ohio State, and I am honored to receive the NFMLTA/NCOLCTL Graduate Research Award to support my dissertation research. My dissertation focuses on the experiences of fourth-grade multilingual learners within a Mandarin FLES program at a Midwest urban magnet school, examining the language ideologies among parents, the Mandarin teacher, and her multilingual students. This grant will significantly aid in the analysis of my data, enabling me to gain a deeper understanding of how these ideologies and practices shape the experiences of multilingual students in the Mandarin program. I am thankful for this support and look forward to sharing the findings from my research with the field.

Adebimpe Adegbite: I am a PhD student in Linguistic Anthropology at Tulane University, New Orleans. My research focuses on family language policy and planning, specifically the teaching of Yoruba language and culture within the home using Yoruba proverbs. Existing challenges in the acquisition and learning of Less Commonly Taught Languages by children in bilingual homes prompted my ethnographic experimental study on effective methods to influence the attitude of learners and equip parents to be more involved in their children's bilingual education. The NFMLTANCOLCTL research grant will facilitate my study on a novel framework for Yoruba parents, children, and language teachers to plan and effect the multilingualism of children within their homes. I am very grateful for this opportunity.

Jin-Wei Hung: I am deeply honored to have been awarded the 2024 NFMLTA-NCOLCTL Graduate Research Award. This award will provide valuable support for the data collection and analysis required for my dissertation, which focuses on the language socialization and academic adaptation of Chinese heritage language learners during study abroad experiences. As a Ph.D. candidate in the Teaching and Learning Department, specializing in Foreign, Second, and Multilingual Language Education, my research interests revolve around understanding learner and teacher experiences, identities, knowledge, and methodologies. My aim is to unravel the complexities that impact effective language learning experiences.

Mourad Abdennebi: I am incredibly grateful to have been selected as one of the recipients of the 2024 NFMLTA-NCOLCTL Research Award. I am a Ph.D. candidate in the Second Language Acquisition and Teaching program (SLAT) at the University of Arizona. My focus lies in language instructions of Arabic. My research interests include bilingualism, psycholinguistics, comprehension, and production of second languages and language pedagogy. Currently, my research explores the cognitive processes that assist adult language learners to effectively learn second language vocabulary, with a particular emphasis on the role of visual stimulations and multisensory enrichment in enhancing L2 word learning. I look forward to sharing my work and contributing to the advancement of language teaching and research.

Congratulations to Dr. Dan E. Davidson for receiving the 2024 Walton Award

Bio: (Ph.D. Harvard, Slavic Languages) is now emeritus professor of Russian and SLA at Bryn Mawr, where he served as Department Chair, taught undergraduate and graduate courses and directed or co-directing 37 Ph.D. dissertations. He is author, co-author or editor of twenty-four textbooks and academic collections and 50 scholarly articles in the fields of language, culture, and second language acquisition, including a landmark 20-year longitudinal investigation of adult second language acquisition in the overseas immersion context. His most recent study, "What Makes Study Abroad Transformative? Comparing Linguistic and Cultural Contacts and Learning Outcomes (Arabic, Chinese, Russian) in Virtual vs In-Person Contexts," appeared in UC Berkeley *L2 Journal,* Vol 15, Issue 2 (2023).

Dr. Davidson is founding president of the American Councils for International Education and current Director of the American Councils Research Center in Washington. Under his leadership American Councils developed into a premier federally-funded academic exchange and training organization focused on the development of advanced-level overseas immersion training in the less commonly taught languages: Arabic, Chinese and Russian, as well as African languages, South Asian languages, Farsi, Japanese, Korean, Thai, Turkish and Vietnamese, programs that currently provide full overseas study support to 1,400 US students annually. The organization's association division, the American Council of Teachers of Russian (ACTR), is dedicated to strengthening the study and teaching of the languages and cultures of the Russophone world in the US.

Dr. Davidson served as a member and chair of the College Board World Language Academic Advisory Committee and was elected president of the Joint National Committee for Languages (JNCL), chair of the Alliance for International Education and Cultural Exchange, vice-chair of the Board of Governors of the European Humanities University (Vilnius), vice president of the International Association of Teachers of Russian Language and Literature (MAPRIAL), founding chair of the Board of the Center for Educational Testing and Methodology (Kyrgyzstan), the first independent educational testing center in Central Asia, and member of the Commission on Language Learning in America, American Academy of Arts and Sciences.

Davidson is an elected foreign member of the Russian and the Ukrainian Academies of Education and recipient of an honorary professorship from Kyrgyz National University (Bishkek) and of honorary doctoral degrees from Al-Farabi Kazakh National University (2022), the Abai State Pedagogical University (1998), the Russian Academy of Sciences (Division of Language and Literature), and the State University of World Languages (Uzbekistan). He has received awards for distinguished service to the profession from the American Association of Teachers of Slavic and East European Languages (AATSEEL) in 1995 and the Association of Departments of Foreign Languages of the Modern Language Association (ADFL/MLA) in 1997, the American Council of Teachers of Russian (2015), the Language Flagship (2017), lifetime awardee for advocacy from the Joint National Committee of Languages (2023) and the MLA 2023 Kenneth Mildenberger Prize with Betty Lou Leaver and Christine Campbell for *Transformative Language Learning and Teaching* (Cambridge University Press, 2021

Guest Laundry   Health Club

Guest Rooms

Guest Rooms

Main Entrance

Illinois

Front Desk

The Willows

Scoreboard

Pool

Guest Rooms

A   B

A
B

A
B
A
B

Guest Rooms

Pool and Courtyard below

Roof

Capital

A
B
C

Guest Rooms

Chicago

Northbrook

Senate

Congress

Springfield

Lincoln

Ground Level

2nd Floor Level