“The Languages of America in the 21st century”

25th Anniversary

Conference Program

April 24-26, 2015
Hilton Washington Dulles Airport

April 23, Pre-Conference Workshops

“Sharing Solutions for Common Problems”
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NCOLCTL / ALTA Leadership Dinner
Location: Colvin Run Ballroom
Chair: Antonia Schleicher - NCOLCTL & ALTA Executive Director
6:30pm - 8:30pm
Strictly by invitation only

ALTA Executive Board Meeting
Location: Sully
Chair: Adeolu Ademoyo - ALTA President, Cornell University
8:30pm - 10:30pm
Welcome from NCOLCTL President

NCOLCTL celebrates 25 years of growth. It is a time to reminisce. It is a time to thank those who have served our languages well. We stand on their shoulders today. It is also a time to recognize how the world has changed and to look ahead – to be bold and assertive as we plan our future.

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

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

Personally I have been impressed by, and very grateful for the sense of camaraderie we have in our midst. There is a true sense of mutual support and a collective awareness that if we support each other, we are all stronger. At the NCOLCTL conferences I cherish the values we share to form community with a spirit of inclusivity, caring, and good humor. Thank you to all of you for building faith in the bonds we have despite great cultural diversity. Especially in a time like this with demonstrations of hate and brutality in the world, it is a wonderful affirmation to feel our commitment to our faith in our deeper mission of building peace, tolerance, a quest and commitment to understand and learn from each other, and to be the examples of respect and charity.

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

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

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

Jacques C du Plessis
President, NCOLCTL
Welcome from ALTA President

Coming out of our 25th anniversary celebration last year, it is historically instructive that we are back in another celebrative and anniversary mood this year. This time together with NCOLCTL - this historic moment is a positive statement about the intellectual and moral values of industry, endurance, and patience and careful nurturing of our scholarly and professional lives and activities as an African language group which professionally we conceptualize as less commonly taught language.

But how have the African languages and ALTA as a less commonly taught language group “commonly” endured? How has something, which is conceptualized as being “Less” endured - now starting to count - for ALTA – for over 25 years i.e. one year plus 25 years?

We - all language groups under ALTA, ALTA members - historically speaking - founders and foundation members who cut across history, time, place and space; those who have been eternally called, the living; old and more contemporary members upon whose shoulders the “Less Commonly Taught…” was thrust to endure and grow vibrantly from strength to strength; from age to age, time to time - all made this possible.

Hence, on behalf of 2015 ALTA Board, I stand on the heroic shoulders of the great and noble history of ALTA members; on great and visionary language scholars and by the shore of our ageless intellectual, professional struggles and enviable history to introspect and thank you all for your noble, visionary professional and scholarly commitments to ALTA. ALTA is because we are, and we are because ALTA is.

Also, historically speaking we have had a vibrant measure of good fortunes of support from language friendly social forces in the nation, governments, professional bodies, universities, our conference sponsors - all your support are empowering for African languages and our programs. We thank you.

Looking back, we see how we got here and what we are doing now towards the future in the context of three contemporary challenges in 21st century - the economy, technology and globalization. These three have changed the face of language teaching and research in contemporary times. They are also changing the scope, nature, method, pedagogy of the teaching and research into African languages.

Globalization and Multi-culturalism: The intensity of globalization is felt everywhere. Languages are part of the transmitters of this multi-culturalism. Following the good examples of other languages we have to see how we take African languages beyond the colleges into K-12 environment. We have good examples. We must rise to this challenge.

Languages of America in the 21st Century: Our conference theme this year speaks to our history and optimistic future. With 7000 languages, we must not miss the intellectual and cultural audacity and optimism that have transformed African languages into Languages of America in the 21st century. Let us practically live this conference theme. This is the direction we are historically, scholarly and professionally obliged to follow. We still have a lot of job to do. On behalf of ALTA Board, I say welcome to the ALTA 2015 conference – a continuation of our collective, historic job.

Adeolu Ademoyo
ALTA President.
Executive Board

NCOLCTL executive board

Jacques C du Plessis
President
University of Wisconsin - Milwaukee

Wafa Hassan
Vice President
Western Michigan University

Alwiya S. Omar
Immediate Past President
Indiana University

Susan Schmidt
Secretary / Treasurer
University of Colorado

Odeese Ghassa-Khalil
Individual Member-at-Large
Independent Consultant

Yea-Fen Chen
Member-at-Large
Indiana University

Gabriel Nik. Ilieva
Member-at-Large
New York University

Antonia Schleicher
Executive Director
Indiana University, Bloomington

ALTA executive board

Adeolu Ademoyo
President
Cornell University

Leonard Muaka
Vice President
Winston Salem State University

Zoliswa Mali
Secretary / Treasurer
Boston University

John Kiarie Wa’njogu
Immediate Past President
Yale University

Antonia Schleicher
Executive Director
Indiana University, Bloomington

Conference Staff & Volunteers

John O Adeika - NALRC, Indiana University
Joyce Nyakato - NALRC, Indiana University
Nana Amoah - African Studies, Indiana University
Xiaojing Kou - CelT, Indiana University
Victor Alabi - NALRC, Indiana University
Taiwo Ehineni - African Studies, Indiana University
Ahmad Usman - NALRC, Indiana University
Daisy Lampetey - IVY Tech Community College, Indiana
Emmanuella Datu - University of Montana
Betty Dlamini - African Studies, Indiana University
Mpolokeng Lesetla - African Studies, Indiana University
Qatar Foundation International

Qatar Foundation International (QFI), LLC, is a U.S.-based member of Qatar Foundation (QF). Our mission is dedicated to connecting cultures and advancing global citizenship through education.

SCOLA

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

American Council on the Teaching of Foreign Languages

Dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction.

National African Language Resource Center

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

National Language Service Corps

The NLSC is a readily available group of volunteers who provide supplemental language resources to U.S. federal agencies.

Center for Language Technology, Indiana University

The center provides numerous resources to current & prospective students, faculty, and staff for supporting language learning and instruction. 132 languages and their materials find their home in our Language Portal. In addition to online web hosting, faculty and instructors have access to an extensive hardware library as well as the recording studio and audio/video editing services.
Delegates Assembly Members

**NCOLCTL**

- **AATP**: Anousha Sedighi
- **ALTA**: Adeolu Ademoyo
- **SALTA**: Seema Khurana
- **DLI**: Lisa Hadley
- **NAPHT**: Gilead Morahg
- **AATMG**: Eva Prionas
- **HADI**: Mayeen Farooqui
- **AATJ**: Susan Schmidt
- **NASILP**: Benazir Dadayeva
- **AATT**: Ercan Balci
- **ACIE**: Dan Davidson

**NCOLCTL OFFICIALS**

- **Yea-Fen Chen**: NCOLCTL Member-At-Large
- **Wafa Hassan**: NCOLCTL Vice President
- **Odeese Khalil**: NCOLCTL Member-At-Large
- **Gabriel Nik. Ilieva**: NCOLCTL Member-At-Large
- **Susan E Schmidt**: AATJ/NCOLCTL Secretary/Treasurer
- **Alwiya Omar**: NCOLCTL Immediate Past President
- **Jacques C du Plessis**: NCOLCTL President
- **Antonia Schleicher**: NCOLCTL Executive Director

**ALTA**

- **CHAUKIDU**: Mahiri Mwita
- **AATY**: Akinloye Ojo
- **SWAHILI**: Abdul Nanji
- **BAMANA**: Amadou Beidy Sow
- **AKAN**: David Adu Amankwah
- **XHOSA**: Byiswa Mini
- **YORUBA**: Fehintola Mosadomi
- **WOLOF**: Mariame Sy
- **ZULU**: Audrey Mbeje

**ALTA OFFICIALS**

- **Adeolu Ademoyo**: ALTA President
- **Leonard Muaka**: ALTA Vice President & President-Elect
- **Zoliswa Mali**: ALTA Secretary-Treasurer
- **John Wa`Njogu**: ALTA Immediate Past President
- **Antonia Schleicher**: ALTA Executive Director
Program Overview

* Events not open to general registrants. All other events are open to Registered Participants

**Wednesday, April 22, 2015**

* 6:30pm - 8:30pm  Leadership Dinner  Colvin Run Ballroom
* 8:30pm - 10:30pm  ALTA Executive Board Meeting  Sully

**Thursday, April 23, 2015**

* 8:00am. – 1:00pm.  NCOLCTL Executive Board Meeting  Corcoran
11:00am – 6:00pm.  Registration  Belmont Foyer
2:00pm - 6:00pm  Exhibition Setup  Belmont Foyer
1:30pm – 4:30pm.  Pre-Conference Workshop  Belmont IV
* 4:00pm – 6:30pm.  ALTA Delegate Assembly  Sully

**Friday, April 24, 2015**

8:00am. – 5:00pm  Registration  Belmont Foyer
8:00am. – 5:00pm  Exhibition Hours  Belmont Foyer
8:30a.m. – 10:00am.  Opening & Welcome Remark  Belmont I & II
10:15am – 11:45am.  Parallel Session One  Belmont Foyer
11:45am - 12:45pm  Lunch and Exhibition  Belmont Foyer
1:00pm - 2:00pm.  Plenary Session One  Belmont Foyer
2:15pm– 3:45pm.  Parallel Session Two  Belmont Foyer
4:00pm-5:30pm.  Parallel Session Three  Belmont Foyer
5:45pm. – 7:15pm.  Parallel Session Four  Belmont Foyer
6:15pm – 10:00pm.  NCOLCTL Delegate Assembly Dinner  Potomac Ballroom
7:30pm. – 10:45pm.  Parallel Session Five  (Panel & Business Meetings)

**Saturday, April 25, 2015**

8:00am. – 5:00pm  Registration  Belmont Foyer
8:00am. – 5:00pm  Exhibition Hours  Belmont Foyer
8:30a.m. – 10:00am.  Plenary Session Two  Belmont I & II
1:00pm - 2:00pm.  Parallel Session Six  Belmont Foyer
11:45am - 12:45pm  Lunch and Exhibition  Belmont Foyer
1:00pm – 2:00pm.  Plenary Session Three  Belmont I & II
2:15pm –3:45pm.  Parallel Session Seven  Belmont Foyer
4:00pm. – 5:30pm.  Parallel Session Eight  Belmont Foyer
6:30pm. - 10:00pm.  Walton Award Banquet Dinner  Potomac

**Sunday, April 26, 2015**

9:00am. – 10:00am.  Plenary Session Four  Potomac
10:15am – 11:45am  Parallel Session Nine  Potomac
*12:00pm. - 2:00pm.  NCOLCTL Executive Board Meeting  Chrysalis
Pre-Conference Programs and Workshops

01 NCOLCTL Executive Board Meeting
Location: Corcoran
Chair: Jacques C du Plessis
8:00am - 1:00pm

02 Registration
Location: Belmont Foyer
11:00am - 6:00pm

03 Exhibition Setup
Location: Belmont Foyer
2:00pm - 6:00pm

W01 Pre-Conference Workshop
Location: Belmont III
Chair: Odese Ghassa Khalil
1:30pm - 4:30pm

Self-Efficacy for LCTL Teachers
This workshop will help teachers understand the four factors that build self-efficacy in foreign language learning. We will illustrate various ways to apply these principles with examples from Arabic, Chinese, French, Persian, and Turkish language programs. The workshop will have a decided pragmatic focus, giving participants a good feel for each principle then giving them ample opportunity to outline their own ideas for practically applying the principle in their own language program with a high degree of interaction with other participants (brain-storming) as well as generous amounts of expert feedback on their ideas.

Presenter(s): Kirk Belnap (Brigham Young University) & Nicole Mills (Harvard University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Teacher Training
Applicable Language(s): All

Short bio of the Presenters

Kirk Belnap (Ph.D. in Linguistics, University of Pennsylvania) is a professor of Arabic in the Department of Asian and Near Eastern Languages at Brigham Young University. He is just finishing 13 years as director of the National Middle East Language Resource Center (NMELRC), a virtual center that has brought together language professionals from 20+ universities in order to improve opportunities for learning the languages of the Middle East. His research interests include language policy and planning, the history of Arabic, and second language acquisition, with focus since 2011 on Project Perseverance, which entails research on students in intensive programs as well as providing on-line resources such as language learners’ success stories, summaries of relevant research, and training webinars to empower students to become more effective learners.

Nicole Mills (Ph.D. in Educational Studies & French, Emory University) is the coordinator of the Beginning French program at Harvard University. Her research focuses on the influence of self-efficacy and motivational beliefs on the academic success of foreign language learners and instructors. She has delivered papers at ACTFL, the MLA, and AAAL on social networking communities, LCTL curriculum design, project-based learning, language program evaluation, and bridging theory and practice in teacher education.

She has various publications in the Modern Language Journal, the Foreign Language Annals, Language Learning, the journal of NCOLCTL, and in several edited volumes. She recently co-edited a volume (with John Norris) entitled Innovation and Accountability in Language Program Evaluation.

W02 Pre-Conference Workshop
Location: Belmont IV
Chair: Yea-Fen Chen
1:30pm - 4:30pm

Building an Online Language Program 101.
Have you been thinking about designing and teaching an online language course but you don’t know how to get started? Or do you want to improve your existing online course? Come and join us in this workshop! Technology affects everybody’s life, and education through online courses is, for most students, already an essential part of their university life. So, why do language classes seem to be lagging behind? Can you only teach a language in a regular class room? This workshop will hopefully answer that question with a “No!” If you are interested in learning what knowledge you need when building your own online language course, this workshop is for you.

During the workshop, we will address the often confusing language when referring to online courses. For instance: online, hybrid, distance, etc., which would fit your program best, what are relevant technical options and aspects, but especially which basic building blocks you will need when designing your first online language course. In this hands-on workshop, we will:

1. Give you a general overview what your possibilities are for online language courses;
2. Focus on how to select and create activities that engage online students;
3. Look at different tools that might help you build a course yourself;
4. Discuss a variety of effective assessment methods;
5. See how to ease teaching and grading;
6. Become familiar with common online teaching challenges and how to meet them.

Presenter(s): Esther Ham (Indiana University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Teacher Training
Applicable Language(s): All

Short Bio

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

ALTA Delegate Assembly
Location: Sully
Chair: Adeolu Ademoye
5:00pm - 7:30pm
Bending the Arc of America’s Languages: The Emergence of LCTLs in America

Having recently been appointed Professor Emeritus at the University of Maryland, Richard Brecht is Co-Director of American Councils Research Center, a think tank devoted to evidence for language policy in education and the work place. Having received his M.A. and Ph.D. from Harvard in Slavic Languages and Literatures, he has taught at Harvard, Cornell, Bryn Mawr, as well as at the University of Maryland. In addition to being the founding Executive Director of the Center for Advanced Study of Language (CASL), Dr. Brecht has been a principal in the founding, development, and leadership of numerous other national organizations and projects, including: Founding Chair of the Board of Trustees of the American Councils for International Education/ACCELS; Director of the National Council of Less Commonly Taught Languages, and Director of the National Foreign Language Center. Dr. Brecht has testified in Congress before the U.S. House of Representatives Committee on Education and Labor, the U.S. House Permanent Select Committee on Intelligence, the U.S. House Armed Services Committee, and most recently before the U.S. Senate Committee on Homeland Security and Governmental Affairs. He has made hundreds of presentations and authored and edited dozens of scholarly books, textbooks, manuals, articles and reviews on language policy, second language acquisition, and Slavic and Russian linguistics. Finally, Dr. Brecht has received numerous awards from national and international organizations and projects.

Abstract

After decades of suppression, neglect and indifference, at the end of the 20th century important social changes here and abroad broadened the concept of “America’s Languages.” Aside from the indigenous and post-colonial languages, immigrant and other “world” languages more firmly coalesced under a sobriquet of LCTLs and demanded stronger national voice and organizational support. Thus was born the NCOLCTL and a number of its member organizations. We are now witnessing a new energy on behalf of language in the U.S., whose signs of LCTLs and demanded stronger national voice and organizational support.

101 Multilingualism and its Legal Implications: A New Shibboleth for Asylum Seekers?

This colloquium discusses in two parts the phenomenon of multilingualism and its legal implications to illustrate its complexity, benefits and challenges in the current context of globalization. Drawing on examples from Africa, America and Europe, the first part examines multilingualism as a worldwide phenomenon. The second scrutinizes the key linguistic and cultural features of multilingual speech communities and the challenges they present in the adjudication systems of asylum applications in many Western countries.

Presenters: Eyamba G. Bokamba (University of Illinois), Bienvenu Sene-Mongaba (Université Pédagogique Nationale, Kinshasa, D.R. Congo), Richard D. Brecht (American Councils Research Center, Washington D.C., USA), Fallou Ngom (Boston University USA)

Discussant: Richard D. Brecht (American Councils Research Center, Washington, D.C.)

Sponsor(s): NCOLCTL

Target Area(s): Multilingualism

Applicable Language(s): All

102 Textbook writing for LCTLs in the 21st Century: A case study for a Turkish textbook

Textbook writing for LCTLs in the 21st Century: A case study for a Turkish textbook This colloquium will provide insights on how to start working on a book project for LCTLs by detailing the journey of putting the first book together and implementing proficiency-oriented, content-based/driver language instruction.

Presenter(s): Ercan Balci, Seval Komurcu, Roberta Micallef, Nilay Sevín (Brown University)

Sponsor(s): NCOLCTL

Target Area(s): LCTL Material Development

Applicable Language(s): All

103 Why the Time is NOW for African Language Storybooks for Reading

The goal of the African Storybook Project is to interrupt the vicious cycle of lack of access to early reading books in African languages that keeps most African children from acquiring 21st century literacy with a virtuous circle.

Presenter(s): Judith Baker (African Storybook Project, Johannesburg and Nairobi), Zoliswa Mali (Boston University), & Dorcas Nafula Wepukhulu (University of Florida)

Sponsor(s): ALTA

Target Area(s): African Language Material Development

Applicable Language(s): All
1D  
10:15am - 11:45am

104 Overcoming the challenges of using authentic music and songs for basic LCTL instruction

The use of authentic songs in the LCTL classroom poses some unique challenges, including (1) a relative scarcity of musical resources (for example, compared with the accessibility of pre-recorded music in the more-commonly-taught languages), and (2) that song lyrics in morphologically complex languages generally include grammatical forms that are too advanced for the beginning levels of language instruction. This paper seeks to address the implications and effect of songs in LCTL classroom.

Presenter(s): Marilyn Manley (Rowan University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Native American
Language of Presentation: English
Applicable Language(s): All

105 Learning a foreign language as ‘strategy’: learners’ motivation and attitudes toward the ‘strategic’ language Persian/Farsi

This study investigates the attitudes and motivations of university learners of a critical, less-commonly-taught language (LCTL), specifically, learners of Persian/Farsi. It explores (a) what motivates learners of Persian/Farsi in the U.S. to learn Persian/Farsi; (b) how the motivations of learners of Persian/Farsi compare to those of learners of other LTLs.

Presenter(s): Fatemeh Mirsharifi (University of Wisconsin - Madison)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Native American
Language of Presentation: English
Applicable Language(s): All

106 Native American Languages at Yale; Learner Outcomes and Campus Partnering

This paper will discuss access to and instruction in Native American languages, including learner motivation, campus promotion and partnering, program logistics and materials/pedagogy. Student feedback will also be shared.

Presenter: Angela Gleason (Yale University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Native American
Language of Presentation: English
Applicable Language(s): All
### 10:15am - 11:45am

#### 1F

**Location:** Tarara  
**Chair:** Akinbode Ojo

**110 Practical Strategies to Increase Students’ Use of the Target Language in the Classroom**

When I first started teaching Swahili many years ago, I did not fully understand the importance of getting students to actually use the language much in the classroom. Over the years I have increasingly come to appreciate just how important this really is and just how capable students really are, if only we give them the tools and foster the classroom culture to enable them to do so. In this presentation, I will offer practical strategies I have developed over the years to increase students’ use of the target language in the classroom, and I will invite others to share their tips and insights, as well.

**Presenter(s):** Elaine Mshomba (University of Pennsylvania)  
**Sponsor(s):** ALTA  
**Target Area(s):** African Language Methodology  
**Language of Presentation:** English  
**Applicable Language(s):** All

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#### 1G

**Location:** Belmont III  
**Chair:** Yea-Fen Chen

**111 The Utopia of the Communicative Language Teaching Method**

The Communicative Language Teaching (CLT) method was first proposed in the 1970s and was premised on perspectives from Universal grammar, the sociolinguistic and the interactionist theories of language acquisition among others, which placed more emphasis on the communicative use of a language rather than on the form and structure of the language. In view of the massive influence of CLT on language pedagogy, this paper will examine its adequacy in teaching African languages with particular reference to Yoruba, as a prototypical African language.

**Presenter(s):** Oluwunmi Oyatokun (Yale University)  
**Sponsor(s):** ALTA  
**Target Area(s):** African Language Methodology  
**Language of Presentation:** English  
**Applicable Language(s):** All

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#### 10:45am - 11:15am

**112 Goals and Learning Outcomes**

In this panel, speakers will address the issue that while there is a variety of materials available in South Asian languages and quite a few explicit lessons and articulated methodology, there is a serious dearth of materials and little discussion of goals and outcomes at the Intermediate level.

**Presenter(s):** Tej Bhatia (Syracuse University), Gabriela Nik. Ilieva (New York University), Joshua Pien (University of Pennsylvania) and Fauzia Farooqui (Princeton University)  
**Sponsor(s):** SALTA/NCOLCTL  
**Target Area(s):** SALTA  
**Applicable Language(s):** All

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#### 1H

**Location:** Colvin Run II  
**Chair:** Gautami Shah

**SALTA PANEL I**

**113 An Investigation into Chinese Language Tests in the U.S.A.**

This study intends to investigate the Chinese language tests in the U.S.A. using multiple methods such as archival research and survey. We will analyze the tests from the following perspectives: history, current development (e.g., the number of test takers), test format, design rationales and linguistic foundations, quality control issue (e.g., psychometric methods employed to control quality).

**Presenter(s):** Yunye Yu (Georgia State University)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Research & Assessment  
**Language of Presentation:** English  
**Applicable Language(s):** All

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### 10:45am - 11:15am

**114 Teaching (non)verbal Yoruba to FL students**

Language teaching needs to involve verbal and nonverbal teaching of culture but it is very easy to teach the linguistic rules without completely incorporating the cultural aspects. This paper focuses on (non)verbal aspects of Yoruba and considers aspects where the culture may or may not be able to accompany language teaching especially in a foreign situation and suggests ways to help to teach the language with the culture.

**Presenter(s):** Victor Alabi (Indiana University)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Research & Assessment  
**Language of Presentation:** English  
**Applicable Language(s):** All

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### 11:15am - 11:45am

**115 Using Teacher Action Research To Enhance Professional Development of Critical Need Teachers**

The present study examined the impact of seven consecutive STARTALK grant initiatives on in-service Arabic and Chinese teachers in the Washington, DC Metro area. Ten Arabic and/or Chinese teachers were asked to volunteer to conduct teacher action research (TAR) studies in their classrooms over a period of eight to twelve weeks. The goal of this study was to actively engage ten teachers in a series of professional development workshops focused on learner-centered approaches to teacher action research as highly effective tools for addressing pedagogical issues inherent in less commonly taught languages.

**Presenter(s):** Marjorie Haley (George Mason University)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Research & Assessment  
**Language of Presentation:** English  
**Applicable Language(s):** All

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### LUNCH & Exhibition Break  11:45am - 12:45pm
Addressing Language Shortfalls for the Americas

The Intelligence Community, the Department of Defense, and the entire Federal Government have critical needs for a workforce with professional level foreign language proficiency as well as a deep cultural understanding of other people and nations. This includes the Americas. While the Intelligence Community proper doesn’t focus so much on indigenous Native American languages, the Federal Government as a whole does have a keen interest on preserving, knowing, understanding, and communicating in the many languages of the Americas.

We need your help to develop the workforce of the future and we will help you to improve your own programs with our government efforts like STARTALK and the National Security Education Program (NSEP). But, all of us have work to do because the task is important and there is no time to waste. We have done great things to expand the network of foreign language recruiting, education, training, and professionally trained people like SCOLA, STARTALK, and NSEP. Yet, if the public or our senior leadership are not aware of these successes, then our audiences are not likely to take full advantage from them. There are challenges we can work together on:

- Market the programs to get the word out
- Set stretch goals and highs standards for ourselves
- Fully leverage the resources we have
- Embrace Human Language Technology
- Provide leadership at every level

**Presenter(s):** Dan Scott, Deputy Assistant Director of National Intelligence, Human Capital
**Sponsor(s):** NCOLCTL
**Applicable Language(s):** All

**Short Bio**

Dan Scott
Deputy Assistant Director of National Intelligence / Human Capital, Office of the Director of National Intelligence

Mr. Scott has 40 years of national security, intelligence operations, and foreign language matters. A 1979 USAF Academy graduate, he began his career in airborne reconnaissance operations. He served as an Olinstead Scholar in Spain, and exchange officer to Venezuela and in assignments in Japan, Saudi Arabia, Spain, Venezuela, and Qatar. Mr. Scott worked on requirements, planning, policy, and legislative affairs on the Joint Staff and USSTRATCOM. Because of his operational background, he was selected to be the Deputy Director of Intelligence at USCENTCOM for Operation Iraqi Freedom. Subsequently, he served as the Assistant Commandant, Defense Language Institute Foreign Language Center and led the way to increase DOD capability in foreign languages. In 2008, he began his career with the ODNI as the Director of the Foreign Language Program Office. In 2012, he was selected to be the Deputy Chief Human Capital Officer (CHCO) for the Intelligence Community and is focused on developing the talents and leadership capability of Intelligence Community personnel.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Location</th>
<th>Chair</th>
<th>Presenter(s)</th>
<th>Sponsor(s)</th>
<th>Target Area(s)</th>
<th>Language of Presentation</th>
<th>Applicable Language(s)</th>
<th>Session Type</th>
<th>Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:15pm</td>
<td><strong>119 A language road map for cultural diversity</strong></td>
<td>2B</td>
<td>Sully</td>
<td>Lilia Quindoza Santiago (University of Hawai'i at Manoa)</td>
<td>NCOLCTL</td>
<td>LCTL sustainability</td>
<td>English</td>
<td>All</td>
<td><strong>SESSION</strong></td>
<td>This paper will tackle some practical experiences in the teaching and propagation of Ilokano, a major language of Filipinos in the Philippines and Hawaii. Ilokano is not the national language of the Philippines but is the lingua franca of Filipinos in Northern Luzon and spoken in many parts of the Philippines and the world. Presenters: Lilia Quindoza Santiago (University of Hawai'i at Manoa)</td>
</tr>
</tbody>
</table>
2:15pm - 2:45pm

**125 Big data and language learning**

The information technology explosion has transformed the speed and pace of learning in the modern world, and language learning is no exception. In fact, students now have access to an infinite number of resources in their language of choice. This situation creates both advantages as well as numerous challenges for language learners. This presentation examines some of these challenges and explores was on how language teachers use this new phenomenon and create productive circumstances enhancing their teaching of a second language.

**Presenter:** Parsid Minuchehr (George Washington University)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Curriculum & Material Development  
**Language of Presentation:** English  
**Applicable Language(s):** All

2:45pm - 3:15pm

2:45pm - 3:15pm

**128 The development and validation of a Turkish C-Test for Research**

This study attempts to find out whether a Turkish C-test is effective in determining the global language proficiency and distinguishing different levels of Turkish as a Foreign Language learners in a proficiency exam. With this purpose, Turkish C-Test was developed based on the second-half deletion method, and Interagency Language Roundtable (ILR) skill-level descriptions were used in authentic passage selection to find out different levels of reading passages.

**Presenter:** Merve Demiralp (Iowa State University)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Research & Assessment  
**Language of Presentation:** English  
**Applicable Language(s):** All

3:15pm - 3:45pm

**129 Patterns, challenges, and changes in Japanese politeness behavior in a Level 2 Japanese language classroom**

This research takes an ethnographic approach to data collection and utilizes discourse analysis techniques to show patterns of difficulty in learner production of Japanese politeness behavior. It is the goal of this research to make visible patterns of Japanese politeness behavior by learners in order to address the challenges that Japanese politeness behavior presents. Pedagogical implications may be drawn regarding how to better address the needs of Japanese language learners in producing appropriate linguistic and cultural norms relating to Japanese politeness behavior.

**Presenter:** Karen Curtin (Ohio State University)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Research & Assessment  
**Language of Presentation:** English  
**Applicable Language(s):** All

3:15pm - 3:45pm

**130 Investigating Learners' agency in African language Instruction**

Through classroom observations and retrospective reflections, we attempt to understand how learners construct agency while they contribute to interactive activities in an African language classroom. This paper establishes a case for more SLA-oriented research on African languages, and discusses findings in line with implications for pedagogical practices, curriculum design and language programing globalization.

**Presenter:** Kazeem Kehinde Sanuth & Adeola Aroke (University of Wisconsin)  
**Sponsor(s):** NCOLCTL  
**Target Area(s):** LCTL Research & Assessment  
**Language of Presentation:** English  
**Applicable Language(s):** All
2:45pm - 3:15pm
131 Using Swahili proverbs to teach Swahili culture and grammar

Language is the principal means through which humans conduct their social and cultural lives. Swahili proverbial language like those of other cultures is drawn from experience and observations. Proverbs are used to convey factual or semantic information about the world. The context of proverbs is part of the necessary exposition of the sociocultural and physical reality. This presentation focuses on the relationship between proverbial language and culture. It explains and expands on the understanding of how Swahili proverbial language is socioculturally constructed and how it is related to reality. It also shows that culture exists in the minds of individual members of a society and how proverbial language can be used to teach both Swahili culture and grammar

Presenter: Geoedred Osoro (Wellesley College)
Sponsor(s): ALTA
Target Area(s): AL. Curriculum & Material Development
Language of Presentation: English
Applicable Language(s): All

2:45pm - 3:15pm
132 From Novice to Superior – Learners’ Achievements through the Flagship Curriculum Model

In this presentation, we will provide a general curriculum used by the Language Flagship to enable learners to reach the target proficiency level of American Council for the Teaching of Foreign Languages (ACTFL) Superior or Interagency Language Roundtable (ILR) 3/3+. The Language Flagship Model which is followed by several institutions nation-wide is a unique model that takes language learners from no proficiency to native like proficiency during the length of their undergraduate studies – four to five years. We will then outline and discuss specific examples of the curriculum that is used by the Swahili Flagship Program at Indiana University.

Presenter: Aliwiya Omar & Deogratius Tungaraza (Indiana University)
Sponsor(s): ALTA
Target Area(s): AL. Curriculum & Material Development
Language of Presentation: English
Applicable Language(s): All

3:15pm - 3:45pm
133 An analytic evaluation of textbooks and dictionaries for isiXhosa and isiZulu as foreign languages in the United States.

Two important aspects of this study will be the sample of textbooks and dictionaries to be evaluated, and the contents of the books. In the latter, consideration will be given to what is contained, what is left out and why, as well as any presentation issues related to the languages’ authentic forms and to their cultural connections. Students’ input will also be sought for their views. This paper seeks to evaluate available learning and teaching materials of two African languages offered in the United States as foreign languages, namely isiXhosa and isiZulu and will use mainly the qualitative methods of content analysis. Linguistic and semiotic analyzes, as well as discourse analysis.

Presenter: Buyiswa Mini (Florida University)
Sponsor(s): ALTA
Target Area(s): AL. Curriculum & Material Development
Language of Presentation: English
Applicable Language(s): All
## DAILY PROGRAM

### Language Specific I: Yorùbá

**Location:** Colvin Run I  
**Chair:** Mosadomi Tola

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Speaker(s)</th>
<th>Sponsor(s)</th>
<th>Target Area(s)</th>
<th>Language of Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:15pm - 3:15pm</td>
<td>137 Lilo Imọ-ẹrọ láti Kó’ni Lédèe Yorùbá: Itësíwájú àti Isórọ</td>
<td>Olúṣẹ́yẹ Adéṣọlá</td>
<td>ALTA</td>
<td>AL Languages Specific Yorùbá</td>
<td>Yorùbá</td>
</tr>
<tr>
<td>2:45pm - 3:15pm</td>
<td>138 Èdè Yorùbá àti ọ̀rọ̀ àyálò nínú kíkọ̀ àwọn akẹ́ẹ̀kọ́ ilú Amẹ́ríkà</td>
<td>Victor Alabi</td>
<td>ALTA</td>
<td>African Language Swahili</td>
<td>Swahili</td>
</tr>
</tbody>
</table>

### Language Specific I: Swahili

**Location:** Colvin Run II  
**Chair:** Samuel Mukoma

<table>
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<tr>
<th>Time</th>
<th>Session Title</th>
<th>Speaker(s)</th>
<th>Sponsor(s)</th>
<th>Target Area(s)</th>
<th>Language of Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:15pm - 3:15pm</td>
<td>139 Matumizi ya “Appu” za Kiswahili katika Ujifunzaji wa msamiati wa Kiswahili (Swahili Apps)</td>
<td>Patrick Mose</td>
<td>ALTA</td>
<td>African Language Swahili</td>
<td>Swahili</td>
</tr>
<tr>
<td>2:45pm - 3:15pm</td>
<td>140 Kufundisha utamaduni wa Waswahili kupitia vitendawili</td>
<td>Jonathan Choti</td>
<td>ALTA</td>
<td>African Language Swahili</td>
<td>Swahili</td>
</tr>
</tbody>
</table>
Parallel Session THREE

3A  4:00pm - 5:30pm
Location: Belmont IV
Chair: Mary Ann Lyman-Hager
4:00pm - 4:30pm
141 Telecollaboration in the Arabic Foreign Language Classroom
Telecollaboration projects have been increasingly used in the foreign language classroom. This presentation describes the design and implementation of a semester-long telecollaboration project between a group of American college students studying Arabic in the US and a group of Moroccan college students studying English in Morocco.
Presenter: Nader Morkus (Indiana University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Innovative and Technology
Language of Presentation: English
Applicable Language(s): All

4:30pm - 5:00pm
142 Yiddish in the 21st Century: New Media to the Rescue of Endangered Languages
The Yiddish language has been considered dead or dying for decades. Interestingly, it was regarded as dying even when 12 million people spoke it before the Holocaust but nowadays, with the number of Yiddish speakers estimated between 700,000 and 3 million, this claim is taken much more seriously.

The paper will discuss the use of new media in Yiddish language teaching and will address the following questions: What are the pedagogical advantages and disadvantages of using new media in teaching languages? What are the challenges for teachers and students

Presenter: Agi Legutko (Columbia University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Innovative and Technology
Language of Presentation: English
Applicable Language(s): All

5:00pm - 5:30pm
143 An Integrated and Computer-Supported Approach to Chinese News Pedagogy for Chinese Language Learners

The speech system and writing system are totally different in Mandarin; written language and colloquial language are very different either. These bring lots of challenges to learning and teaching in readings, especially to Journalistic Chinese, which also has its own newspaper style characteristics. This paper discusses a new classroom teaching model and teaching strategies using computer-assisted instruction to integrate the journalistic Chinese instruction into a coherent framework

Presenter: Zheng Qu (CET Academic Programs in Shanghai)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Innovative and Technology
Language of Presentation: English
Applicable Language(s): All

3B  4:00pm - 5:30pm
Location: Sully
Chair: Jeongwoon (Erin) Kim
4:00pm - 4:30pm
144 Achieving high proficiency in oral skills in the advanced class

The presenter, an OPI certified tester, will introduce methods to achieve the language proficiency at an Advanced level – Mid in ACTFL OPI standards in her Korean fourth year language course. News articles are used for the main materials for the class and movies are also used to enrich students’ cultural awareness in depth. The presenter will present the step-by-step procedures to design the advanced class using mass media for the advanced language course and guide students to achieve the learning outcome.

Presenter: Bom Yi Oh (University of Oregon)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Curriculum & Material Development
Language of Presentation: English
Applicable Language(s): All

4:30pm - 5:00pm
145 Bridging the classroom and target community: designing task-based reading and writing material for study abroad program

This paper discusses the development of a task-based reading and writing material, as well as its application in two study abroad programs in Suzhou, China during the summer of 2014. It will also examine the types of reading and writing tasks that participants in study abroad language program find useful for their language learning experience.

Presenter: Xin Zhang (Ohio State University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Curriculum & Material Development
Language of Presentation: English
Applicable Language(s): All

5:00pm - 5:30pm
146 Meet the Students’ Learning Goals: Form-Focused Audio Portfolios for L2 Korean Learners in Novice Level

The purpose of this presentation is to demonstrate how instructors can closely monitor students’ progress in learning specific target forms/features and in using them in real-world communication by incorporating audio portfolios in your curricula. Each task in this audio portfolio project is designed to elicit the production of the target forms in the context of performing the assigned tasks. The term “form” in this presentation includes not only grammatical, but also lexical, phonological, social, and pragmatic aspects of Korean language. By implementing audio portfolios for teaching L2 Korean in elementary level, form-focused and product-based language tasks can contribute to students’ learning in a meaningful way.

Presenter: Angela Lee-Smith (Yale University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Curriculum & Material Development
Language of Presentation: English
Applicable Language(s): All
147 21st Century Schooling: Engaging Arabic teachers in discourse on classroom management and discipline

This presentation will discuss the results of two studies conducted in the States of Michigan and Virginia. Both studies aimed to examine Arabic language teachers’ professional needs particularly as they view it. The presenters also will present a profile of who is teaching Arabic in US schools and the advantages and challenges facing them.

Presenter: Wafa Hassan (Western Michigan University) & Marjorie Hall Haley (George Mason University)
Sponsor(s): NCOCTL
Target Area(s): LCTL Teacher Training
Language of Presentation: English
Applicable Language(s): All

4:30pm - 5:00pm
148 Turkish Teacher Profiles of Online Websites Offering Turkish as Foreign Language

The invention of the Internet has created new environments for teaching such as virtual classrooms and even virtual campuses. Today’s students are not only individuals but they are also digital natives, who are used to technology from very early ages. In the first section of our presentation, we will focus on which websites are offering online classes for Turkish as a foreign language. In the second section, we will take a closer look on their Turkish as a foreign language teacher profiles.

Presenter: Emrah Özcan & İşıl Dönümcu (Yıldız Technical University, Turkey)
Sponsor(s): NCOCTL
Target Area(s): LCTL Teacher Training
Language of Presentation: English
Applicable Language(s): All

5:00pm - 5:30pm
149 How Cultural Diversity Motivates American To Learn Arabic

A case study of why American learn Arabic. The aim of this study is to explore if the cultural diversity has an effect to encourage American to learn Arabic as well as to know what the main motivation of American to learn Arabic. The purpose of the study is to make the American students realize the importance of enhancing the cultural diversity initiatives taken by the society to learn Arabic. The research question of this research is “Why American learn Arabic?” The findings of this research were found that American’s motivation to learn Arabic are: cultural identity, academic purposes, and traveling abroad. The major problem that is faced by the American students in learning Arabic is which dialect they need to based on in order to use Arabic in both spoken and written forms as well Arabic is diglossia language which is there is a huge difference between formal and informal Arabic language.

Presenter: Wasan Taweeq (Florida State University)
Sponsor(s): NCOCTL
Target Area(s): LCTL Teacher Training
Language of Presentation: English
Applicable Language(s): All

150 Righting writing for second language learners: Examples from multilingual writers

While second language learning can be a daunting task, there rests a great responsibility on teachers to provide opportunities in the classroom for various skills to be developed. It is only when students are given the conducive space and the support they need that they can thrive in writing in a second language. How can second language teachers harness the power of students’ prior knowledge to strengthen their writing skills? What are some of the strengths that students exhibit in second language writing? How can these strengths be used to expand student writing, even at an early stage of their learning?

Presenter: Leonora Anyango-Kiruva (University of Pittsburgh)
Sponsor(s): ALTA
Target Area(s): African Language Methodology
Language of Presentation: English
Applicable Language(s): All

151 Enhancing Language Learning and Collaboration Among Students

Language teaching entails the use of varied methods to maximize student learning. Educators have also employed media to enhance teaching in the classroom from years past. The author of this paper shows how graded-conversation was used in a Swahili language classroom as a tool to enhance language learning and encourage student collaboration in and outside the classroom. Data seems to suggest that in preparation for their graded-conversations, students used social media, help each other study, and interact with their family members and friends in the target language. Implications for teaching and learning are presented.

Presenter: Daines Maganda (University of Georgia)
Sponsor(s): ALTA
Target Area(s): African Language Methodology
Language of Presentation: English
Applicable Language(s): All

152 Improving Learners’ language Skills through Authentic Radio Programs

Authentic radio programs which are radio programs relayed in the native language and within the context of the native culture from local stations where the language is spoken, are good resources for teaching advanced level learners listening comprehension. By listening to these programs such as news, debates, etc., the students are exposed to authentic language use by native speakers are able to learn new words, idioms, proverbs and ultimately advance their language skills. This paper draws insights from Yorùbá advanced level class where these programs have been used for students and demonstrates how this can be done for effective teaching in the classroom. Significantly, the paper underscores that students’ language skills of listening, speaking and writing can be effectively strengthened through this medium.

Presenter: Taiwo Ehineni (Indiana University)
Sponsor(s): ALTA
Target Area(s): African Language Methodology
Language of Presentation: English
Applicable Language(s): All
3E 4:00pm - 5:30pm

**153 Is Gender an issue? Exploring female participation in Foreign Language learning**

Early sociolinguistics efforts arose from an essentialist understanding of gender as a static binary that assumed a direct relationship between language and gender. On this basis, this study aims to investigate the relationship between gender and language learning. It examines how male and female language learners perceive language learning in relation to its relevance to their future profession and life aspirations.

**Presenter(s):** Shobowale Khadijat Olaniyi (Lagos State University, Nigeria)
**Sponsor(s):** NCOLCTL
**Target Area(s):** LCTL Language Heritage Learner
**Language of Presentation:** English
**Applicable Language(s):** All

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4:30pm - 5:00pm

**154 Overlapping and contrasting strengths and weaknesses of heritage and non-heritage Turkish speakers in formal writing**

This study questions the similarities and differences between heritage and non-heritage speakers of Turkish in academic writing at advanced level. We analyze a total of 18 essays written by 9 heritage and 9 non-heritage speakers. Based on the preliminary analysis of the data, we hypothesize that heritage and non-heritage writers have similar problems in certain linguistic areas, such as misuse of words, morpho-syntactic errors and sentence structure errors. However, differences emerge between heritage and non-heritage writers in terms of the frequency and comprehensibility of the sentences with errors, as well as the inconsistency in correct use of inflectional morphemes.

**Presenter(s):** Erece Balci (Brown University)
**Sponsor(s):** NCOLCTL
**Target Area(s):** LCTL Language Heritage Learner
**Language of Presentation:** English
**Applicable Language(s):** All

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5:00pm - 5:30pm

**155 The Dead end of An African Language: Yoruba, a Language in Coma**

Phrases and isolated words from different languages of the world have become ubiquitous and ambivalent codes in the American society—from American pop culture to Hollywood to schools, especially colleges and universities. This presentation will examine the statistics on Yoruba language enrollment in two American universities, and one American government grant sponsored program to discuss the way that classroom enrollment becomes a signifier through which we can assess the perception, attitude and orientation of Americans college/university students towards the learning of Yoruba language in the US.

**Presenter(s):** Olusegun Soetan (University of Wisconsin)
**Sponsor(s):** NCOLCTL
**Target Area(s):** LCTL Sustainability
**Language of Presentation:** English
**Applicable Language(s):** All

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3F 4:00pm - 5:30pm

**156 Challenges of Teaching Commonly Less Taught Languages in U.S. Colleges: A Case Study at Indiana University of Pennsylvania**

This article utilizes a case study at Indiana University of Pennsylvania to identify difficulties teaching Less Commonly Taught Languages at a state university. Specifically, the researchers will analyze challenges faced by graduate students hired by that university’s Critical Languages Program when they provide instruction in such languages as Arabic, Portuguese, Russian, and Swahili. Data collected from interviews with these graduate students, as well as with the director of the program (Dr. Stuart Chandler), will be analyzed using NVivo to identify phrases that suggest both common difficulties and possible strategies to overcome such difficulties. The outcomes will provide insights to IUP and other state universities on possible strategies to enhance the teaching of Less Commonly Taught Languages.

**Presenter(s):** Raphael Birya & Elizabeth Kalu (Indiana University of Pennsylvania)
**Sponsor(s):** NCOLCTL
**Target Area(s):** LCTL Research & Assessment
**Language of Presentation:** English
**Applicable Language(s):** All

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4:30pm - 5:00pm

**157 The Korean pragmatic development of speech act of requests by L2 learner**

Studies of speech acts have accumulated since Cross-Cultural Speech Act Realization Project in 1984 opened its venue to study how the speech act of request was realized in eight different languages. In comparison to the Western European languages and English, in the field of pragmatics, studies of Korean as a foreign language are few, and more studies are needed in the following two areas. This study examines how students learning Korean as a foreign language in a U.S. college develop their L2 pragmatic ability in the speech act of request.

**Presenter(s):** Sangkyung Ham (University of Michigan)
**Sponsor(s):** NCOLCTL
**Target Area(s):** LCTL Research & Assessment
**Language of Presentation:** English
**Applicable Language(s):** All

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5:00pm - 5:30pm

**158 Encoding of the Hindi-Urdu possessive construction and Hindi-Urdu Idioms: Pedagogical Approaches**

Hindi-Urdu uses different encoding for possessors. Mohanan (1994) talks about ‘possession’ in the realm of Genitive Logical Subject, and suggests that kaa/ke/kii is used when the relationship of the possessed entity to the possessor involves kinship or friendship, whereas ke paas is employed when the relationship of the possessed entity to the possessor involves possession. This paper will also examine correct encoding of Hindi-Urdu possessive construction and Hindi-Urdu Idioms.

**Presenter(s):** Sungok Honk & Shahin Parveen (University of Minnesota)
**Sponsor(s):** NCOLCTL
**Target Area(s):** LCTL Research & Assessment
**Language of Presentation:** English
**Applicable Language(s):** All
Sitaki kuwa mchambuzi (au mechamanzu) wa fasihhi, ila msemahi wa lugha tu.”

Useru huu ni wa kawaida sana wa wanafunzani wa lugha za kigeni (Kiswahili kikiwemo) katika mazingira ya kigeni. Kwa muda mrefu, mafunzo ya Kiswahili kama lugha ya kigeni baada ya miaka miwili ya kwanza ilihukua mikonono miwili. Kuna wala valioendelea kusoma mada zilizolenga taaluma mbalimbali huku wakinyoosha sarufu, na kuna wale waliogemea kwenye fasihhi. Hata hivyo, katika miaka yoani za kigeni nyingi katika maisha; kwani kama wangu wa kuindikia mada hii makala kwa ajili ya ALTA hii, unatokana na hali Department of Linguistics Swahili Flagship Center Marekani. Imeandikwa na Mwalimu Deo Tungaraza Indiana University, inaongelea wanafunzi nasaba wa lugha za Kiafrika, hususani, Kiswahili, huku Marekani. Imeandikwa na Mwalimu Deo Tungaraza Indiana University, Department of Linguistics Swahili Flagship Center AAA AKA Mtu Kwaao: Wanafunzi Nasaba wa Kiswahili Marekani

"Mtu kwaao", na pia: "Samaki mkurunjie akili mbili". Ilikikika katika lihika ya mchali hizo mbili, na semi anuani za Kiswahili, m intensitya mada hii, makala hii inaongolea wanafunzi nasaba wa lugha za KiSwahili, huku Marekani. Imeandikwa na Mwalimu Deo Tungaraza Indiana University, Department of Linguistics Swahili Flagship Center AAA AKA Mtu Kwaao: Wanafunzi Nasaba wa Kiswahili Marekani AAA Mkuazo wangu wa kusikilia mada hii makala kwa ajili ya ALTA hii, unatokana na halii ambayo nimemukumbana nayo mara nyingi katika mabili; kwani kama wakhawaza wa bahaya kwa kuwa kwenye masoko la lugha za kigeni. Shinikizo hili limetoa changamoto kubwa kwa walimu wa lugha za kigeni (Kiswahili za kigeni baada ya miaka miwili ya kwanza ilikusaidia.)

Sponsor(s): Kiarie WaNgonu (Yale University)

Language Specific II: Swahili

Target Area(s): African Language Swahili

Applicable Language(s): Swahili

4:30pm - 5:00pm

160 Mtu Kwao: Wanafunzi Nasaba wa Kiswahili Marekani

"Mtu kwaao", na pia: "Samaki mkurunjie akili mbili". Ilikikika katika lihika ya mchali hizo mbili, na semi anuani za Kiswahili, m intensitya mada hii, makala hii inaongolea wanafunzi nasaba wa lugha za KiSwahili, huku Marekani. Imeandikwa na Mwalimu Deo Tungaraza Indiana University, Department of Linguistics Swahili Flagship Center AAA AKA Mtu Kwaao: Wanafunzi Nasaba wa Kiswahili Marekani AAA Mkuazo wangu wa kusikilia mada hii makala kwa ajili ya ALTA hii, unatokana na halii ambayo nimemukumbana nayo mara nyingi katika mabili; kwani kama wakhawaza wa bahaya kwa kuwa kwenye masoko la lugha za kigeni.

Sponsor(s): Deo Tungaraza (Indiana University)

Language of Presentation: Swahili

Target Area(s): African Language Swahili

Applicable Language(s): Swahili

Parallel Session FOUR

4A 5:45pm - 7:15pm

Language Specific IV: Yorùbá

Location: Belmont IV

Chair: Victor Temitope Alabi

Target Area(s): African Language Swahili

Applicable Language(s): Yorùbá

4:00pm - 5:00pm

159 Ufundishaji wa Fasihhi ya Kiswahili Ughaibuni: Changa-moto na Matumaini

wasemavyo wahenga kuishi kwingi kuona mengi. ambayo nimekumbana nayo mara nyingi katika maisha; kwani kama wagu wa kuindikia mada hii makala kwa ajili ya ALTA hii, unatokana na hali Department of Linguistics Swahili Flagship Center Marekani.

Sponsor(s): Beatrice Ng’uono Okelo

Applicable Language(s): Swahili

Language of Presentation: Swahili

Target Area(s): African Language Swahili


DAILY PROGRAM

4B  5:45pm - 7:15pm
Location: Sully
Chair: Penny Congcong Wang

5:45pm - 6:15pm
164  Rethinking Assessment of Chinese as a Foreign Language: From Proficiency to Expertise
Effective language learning requires a prolonged experience of performing the language in meaningful contexts. Assuring the effectiveness of the instruction requires us to assess our students’ performance throughout their learning career. This presentation discusses the implications for assessment if the field of Chinese as a foreign language (CFL) moves its focus from proficiency to expertise. Bridging the fruitful researches on the concept of expertise in the field of cognitive psychology and what is emerging in foreign language pedagogy, the researcher conducts a case study of non-native speakers of Chinese who are able to demonstrate expertise in their respective Chinese workplaces.

Presenter: Zhini Zeng (Ohio State University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Research & Assessment
Language of Presentation: English
Applicable Language(s): All

6:15pm - 6:45pm
165  Application of Elicited Imitation Tests: Connecting Assessment to Teaching and Learning
The purpose of this presentation is to introduce the key concepts of elicited imitation tests (EITs) and discuss how to utilize the assessment tool in teaching and learning. EITs as an assessment tool have been widely adopted in the fields of first and second language research. EITs are typically administered by asking participants to listen to and then repeat sentences as exactly as possible.

Presenter: Shu-Ling Wu (United States Military Academy)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Research & Assessment
Language of Presentation: Swahili
Applicable Language(s): All

6:45pm - 7:15pm
166  Heritage Language Investment in American College Language Classroom Setting: Implications for Heritage Language Teaching
Qualitatively exploring the issue of heritage language investment in the college setting allowed the significant stories of Chinese heritage language learners and heritage language teachers to be discovered and understood. The result provides a guideline for educators and administrators to adjust their curriculum designs, teaching methodologies, and language requirement policies accordingly to meet the needs of heritage language learners.

Presenter: Pei-Shan Yu (Indiana University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Heritage Language Learner
Language of Presentation: English
Applicable Language(s): All

4C  5:45pm - 7:15pm
Language Specific III: Swahili

5:45pm - 6:15pm
167  The Kanga Fabric and the Swahili Metaphor
The kanga is a piece of East African fabric with inscriptions. Despite cultural interaction and aesthetic alterations, the important metaphorical nature of the message remains Swahili in nature. As a piece of cotton fabric worn around the waist, shoulders, and head for about 200 years, the kanga is ubiquitous on the East African coast of Kenya and Tanzania. Kanga’s main cultural significance, apart from being an item of clothing, is to spread messages. The main aim of this project was to see how the kanga messages in the Roman script could be used to teach Swahili language and culture. While written messages used to be originally in the Arabic script, this research shows that European languages like English and French have been used in the past 50 years or so.

Presenter(s): Wambui Wa-Ngatho (RICE University)
Sponsor(s): ALTA
Target Area(s): African Language Swahili
Language of Presentation: Swahili
Applicable Language(s): Swahili

6:15pm - 6:45pm
168  Meet the virtual (alter)native Kiswahili Teacher: Evaluating Kiswahili Lessons on Selected YouTube Channels and Video clips
One of the development in Kiswahili language teaching is the use of new media technologies especially YouTube. The June 2014 Alexa Rankings ranked YouTube as the third most popular website after Google.com and Facebook.com. Due to this popularity and it’s ease of use, YouTube has grown into the most preferred website used by teachers and other people to teach Kiswahili. They basically upload their lessons on the website. This paper will examine selected YouTube channels and video clips that teach Kiswahili. It will look at the teaching methodology applied and how it relates with existing language theories.

Presenter(s): Vincent Ogoti (Yale University)
Sponsor(s): ALTA
Target Area(s): African Language Swahili
Language of Presentation: English
Applicable Language(s): Swahili

6:45pm - 7:15pm
169  Motisha ya Kuandika katika Darasa la Kiswahili: Mbinu na Mikakati
Swala la wanafunzi kuwa na motisha ya kujiifunza katika darasa la lugha ni swala nyeti na pana sana ambalo limelezwa na kueleweka kwa nia nyingi tofauti na kwa kutumia nadharia tofauti tofauti. Kuwattawa wanafunzi wa lugha motisha ya kuandika ni kipengele mhimu katika kuhakikisha kwamba mwanafunzi lushiwa anafikia kiwango cha juu cha uwezo wa kuandika.

Presenter(s): Beatrice Ng’aoono Okelo (Indiana University)
Sponsor(s): ALTA
Target Area(s): African Language Swahili
Language of Presentation: Swahili
Applicable Language(s): Swahili
DAILY PROGRAM

4D 5:45pm - 7:15pm
Location: Tarara
Chair: Pardis Minuchehr

5:45pm - 6:15pm
170 Desired and Observed Language Use in Arabic Classes and Its Relationship to Perceptions of the Real World: Students’ and Teachers’ Perspectives
The goal of this study is to investigate how students and teachers perceive the use of Arabic varieties, MSA and colloquial, within and outside the classroom. Specifically, the study seeks to assess (a) how students imagine Arabic to be used in the real world; (b) whether their teacher’s language use reflects the teacher’s usual language-use practices, etc
Presenter: Bilal Humeidan (University of Wisconsin)
Sponsor(s): ALTA
Target Area(s): AF Research & Assessment
Language of Presentation: English
Applicable Language(s): All

6:15pm - 6:45pm
171 The Effect of STARTALK Summer Learning Experiences on Student Intention to Further Study Languages
In this paper I analyzed the 2014 student participant survey data of Startalk summer programs and examined the links among student learning experiences in Startalk summer programs, their language learning motivation, their ability to understand languages, and their intention to further study the languages. STARTALK summer programs offer K-16 students standards-based curriculum, learner-centered environments, and culturally authentic materials to engage students in language learning activities.
Presenter: Wei You (University of Maryland, College Park)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Research & Assessment
Language of Presentation: English
Applicable Language(s): All

6:45pm - 7:15pm
172 Listening Styles Used by Second Language Learners
This research will analyze the results of a research on listening styles in second language learners. Listening styles are essential for second language students and they are necessary to identify a person’s usual or preferred listening behavior. One way to help students enhance listening in a foreign language may be to identify styles they use when listening and then helping them to improve those listening components that need support.
Presenter: Tanya de Hoyos (Defense Language Institute)
Sponsor(s): NCOLCTL
Target Area(s): NCOLCTL Research & Assessment
Language of Presentation: English
Applicable Language(s): All

4E 5:45pm - 7:15pm
Location: Potomac Ballroom I
Chair: Gautami Shah

SALTA PANEL I

173 Goals and Learning Outcomes
In this panel, speakers will address the issue that while there is a variety of materials available in South Asian languages and quite a few explicit lessons and articulated methodology, there is a serious dearth of materials and little discussion of goals and outcomes at the Intermediate level.
Presenter(s): Tej Bhatia (Syracuse University), Gabriela Nikol Ilieva (New York University), Joshua Pien (University of Pennsylvania) and Fauzia Farooqui (Princeton University)
Sponsor(s): SALTA/NCOLCTL
Target Area(s): SALTA
Applicable Language(s): All

4F 5:45pm - 7:15pm
Location: Colvin Run I
Chair: Eva Prionas

AATMG Mini-Conference

174 Re-inventing fairy-tales narrative in Heritage Language Classrooms in the Digital Era
Heritage learning and teaching presents many challenges but at the same time offers opportunities to teachers and learners of the LCTLs. Although many of the goals in the Heritage classroom are similar to those of the second language learner classroom there are differences that dictate new practices in teaching as well as in training teachers of LCTLs. The colloquium will bring together the work of heritage language classrooms in six US institutions and will focus on using fairy tales digital narrative and visuals to develop competencies towards maintaining and expanding heritage language knowledge.
Presenter(s): Eva Prionas (Stanford University)
Sponsor(s): NCOLCTL/AAMTG
Target Area(s): AATMG
Language of Presentation: English
Applicable Language(s): All
2015 Startalk

2015 LCTLs STARTALK PROFESSIONAL DEVELOPMENT PROGRAM*

STARTALK is a summer professional development program for instructors of Less Commonly Taught Languages (LCTLs). If you are interested in expanding your knowledge of teaching LCTLs such as Arabic, Dari, Hindi, Korean, Persian, Swahili, Turkish, and Urdu. Then attending this professional development program would be in your best interest!

What: An intensive three-week program that will allow you to participate in professional development that will focus on quality instruction, curriculum and assessment for the LCTLs.

Who: This program is open to both current and new instructors of Arabic, Dari, Hindi, Korean, Persian, Swahili, Turkish, and Urdu.

Where: The program will take place in Bloomington, IN.

When: The program dates are: July 13 - 31, 2015

- July 13-17 (One-Week Distance Learning Program –Non Residential)
- July 20-31 (Two-Week Residential Program in Bloomington)

Cost: Each participants selected for this program will receive:

- Reimbursement for NCOLCTL Online Course Fee ($150.00)
- Accomodation for the two-weeks residential program for out of state participants
- Up to $300 (maximum) travel reimbursement for all out of state participants**
- A certificate of completion upon successfully completing the program

*Pending Confirmation of Funding

**Some restrictions apply. Call or email the secretariat for details.

Application Form

Part I: Participant Application Form

[Register Now!]

Part II: Administrator or Supervisor Recommendation Form

Download the form [HERE](http://events.constantcontact.com/register/event?eid=al07eojpg7v991526sbd&llr=acrp6dab) and ask a current administrator or Supervisor to fill it out.
Parallel Session FIVE

5A  7:30pm - 10:45pm

7:30pm - 8:45pm
Location: Belmont IV
Chair: Mosadomi Tola

Apéro AATY (Yorùbá Panel)

175 Idagbasoke Òkó Òdè Yorùbá ni Amèrikà: Ìlòó, Àseyèrì àti Àbá fún Ìlọṣiwájú

Apéro yì yòò fún àwọn akọpa nì ańfààní láti jíbró lórí áwọn ìsọ̀rọ̀ tí ó rí kojú u kíkó èdè Yorùbá ní orilẹ èdè Amèrikà. Wọ̀n ń sì ń dábáá ónà ábáyọ. Ìmọ̀wé Akínloyè Òjó yòò sòrò lórí “Ibo la dè?”. Ògbíbíjò Sègun Sòétán yòò sòrò lórí ”Gbígbílẹ̀ Ìkò Èdè Yorùbá ní Amèrikà”. Ìmọ̀wé Akíntúndé Akinyemi yòò sòrò nípa “Kíkọ̀ Æwọn Òmọ̀ tí Òibi Wọ̀n N Sọ̀ Yorùbá ní Èdè Yorùbá”. Ìmọ̀wé Olùṣẹ́yè Àdèṣọ́là yòò sòrò nípa “Ilọrí Ẹnikọ́ọkan/Elè́rù ní yòò gbé e/ Pánsá ọ fúra”. Àlábá Moses Mábayójè yòò sè “Ìṣòrókí, Ìrò ẹ̀gbà, ọ̀tì ìdáhùn”.

Presenter(s): Olùṣẹ́yè Adèṣọ́là, Akíntúndé Akinyemi, Moses Mábayójè, Akínloyè Òjó, & Sègun Sòétán.
Sponsor(s): ALTA
Target Area(s): AATY Panel
Language of Presentation: Yorùbá
Applicable Language(s): Yorùbá

8:45pm - 10:45pm
Location: Sully
Chair: Leonard Muaka

Swahili Panel

176

8:45pm - 10:45pm
Location: Sully
Chair: David Kyeu

Chaukidu Business Meeting

5C  7:30pm - 10:45pm

Location: Chrysalis
Chair: Eva Prionas

AATMG Business Meeting

Yorùbá Business Meeting

NCOLCTL DELEGATE ASSEMBLY DINNER

(Invited delegates only)

Location: Potomac Ballroom

Time: 6:15pm to 10:00pm
Chair: Jacques C du Plessis, NCOLCTL President
University of Wisconsin, Milwaukee
DAILY PROGRAM

Registration 8:00am - 5:00pm
Location: Belmont Foyer

002 Exhibition Hours 8:00am - 5:00pm
Location: Belmont Foyer

P02 Plenary Session 8:30am - 10:00am
Location: Belmont I & II
Chair: Jacques C du Plessis

NCO/LCTL Past Presidents / Directors Panel
This year is a perfect marker in time, as we celebrate the 25th Anniversary of NCO/LCTL, to reflect on the path we have walked together and the interesting dynamics we face ahead. In this session we have invited past presidents of NCO/LCTL to speak from their experience about our past, how to be strategic now and what beckons as we focus on the future. Please join us in this strategic reflection of our role in the bigger vision, the success we have achieved and where to focus to expand our role in meeting the education needs in a world with fast-moving geopolitical dynamics.

Presidents
Teresita Ramos 1990-1993
Eyamba Bokamba 1993-1994
Gilead Morahg 1994-1997
John Shillinger 1997-2000
Fredrick Jackson 2000-2002
Antonia Schleicher 2002-2004
Michael Everson 2004-2006
Gautani Shah 2006-2008
Hong Gang Jin 2008-2010
Catherine Ingold 2010-2012
Alwiya Omar 2012-2014

Executive Directors
Richard Brecht and Ron Walton
Scott McGinnis
Justin Rudelson
Antonia Folarin Schleicher

Parallel Session SIX

6A Colloquium 10:15 am - 11:45 am
Location: Piedmont I
Chair: Frederick H. Jackson

177 Empowering heritage language teachers through professional development
This session will present issues, challenges, and successful experience of professional development for LCTL teachers of heritage language programs. There has been a gap between teacher needs for effective teaching practice and available resources (e.g., short- and long-term professional trainings, instructional materials, assessment, etc.) at heritage language programs.

Presenter(s): An Chung Cheng, Yue Gu (University of Toledo) and Shikun Li (University of Texas at San Antonio)
Sponsor(s): NCO/LCTL
Target Area(s): LCTL Heritage Language Learner
Applicable Language(s): All

6B Colloquium 10:15 am - 11:45 am
Location: Piedmont II
Chair: Shahnaz Ahmedian

178 Advantages of teaching grammar based on a systematic functional approach
Teaching grammar is a complex process. Expression of relations and functional types of statements are mastered through grammar. Based on new approaches in teaching grammar, the teaching language, which is based on functional-semantic approach, has its advantages because this approach systematizes the language and helps to master the richness of the language. Compared to structural approach, the structural approach is based on the grammar and linguistic knowledge. In the structural approach, learners can only acquire the grammar, but they cannot use the skills into their communication effectively and their level still remains as in the grammar rules. This hinders revelation of the richness of the language. Advantages of using the functional-semantic approach in language teaching are based on the fact that language is considered as a functional semantic system.

Presenter(s): Zeinekhan Kuzekova, Bakyt Alkubauzova, Yermek Adayeva, Laura Daurenbekova, & Mahire Yakup - Nazarbayev University, School of Humanities and Social Science, Kazakhstan
Sponsor(s): NCO/LCTL
Target Area(s): All
Applicable Language(s): All

6C Colloquium 10:15 am - 11:45 am
Location: Sully
Chair: Beatrice Ng’uono Okelo

179 Developing appropriate online resources for African language instruction
The internet has become an important tool for the teaching of commonly taught languages as testified by ubiquitous ads from Rosetta Stone. However instructors of African languages would testify that harnessing resources from the internet for the instruction of African LCTLs are full of challenges due to quality and content of available resources.

Presenter(s): James Essegbey, Akintunde Akinyemi, & Charles Bwenge (University of Florida), Filipo Lubua (Ohio University), Audrey Mbeje (University of Pennsylvania), John Hutchison, and Donald Osborn (African Languages Material Archive (ALMA) project)
Sponsor(s): ALTA
Target Area(s): All, Applicable Language(s): All
DAILY PROGRAM

6D  Colloquium  10:15 am - 11:45 am
Location: Belmont IV
Chair: John Wa`njogu

180 Integrating Technology to Teach: The Creation and the Use of E-books for Hindi, Swahili and Thai
Technology has become an indispensable element in foreign language teaching. It allows language learners, who have different learning styles, to develop their linguistic skills and understand the materials at one’s own pace. The purpose of this colloquium is to propose and contribute best practices of e-Book authoring, teaching using e-books, and to give recommendations for future e-Book authoring and research.

Presenter(s): Pittaya Paladroi, Filipo Lubua, Patrick Mose, & Bhakti Shah (Ohio University)
Sponsor(s): NCOLCTL
Target Area(s): All
Language of Presentation: English
Applicable Language(s): All

6F  10:15 am - 11:15 am

6E  10:15 am - 11:15 am

6E  10:15 am - 11:15 am
Location: Chrysalis
Chair: Taiwo Ehineni

10:15am - 10:45am
181 Selecting Authentic Video Clip for Teaching Hausa Language
This paper explores how to select video clip for teaching Hausa language to the learners who are non-native speakers of Hausa. There are so many varieties of videos that could be used as teaching aids for language learning. Thus, this paper scrutinizes the most suitable clips that could be used in Hausa language class. In this regards, the paper considers the standards for foreign language learning: Communication, Culture, Connections, Comparisons, and Communities (the five Cs), as the yardstick for selecting the videos.

Presenter: Usman Ahmad (Indiana University)
Sponsor(s): ALTA
Target Area(s): African Language Sustainability
Language of Presentation: English
Applicable Language(s): All

10:45am - 11:15am
182 The Yoruba Language FLTA in the American Academy: Prospects and Challenges
The Yoruba Language FLTA in the American Academy: Prospects and Challenges The fact that Yoruba is taught in American Universities raises the problem of the possibility of the foreign student’s usage of the language beyond the classroom. How the Yoruba FLTA approaches the opportunity afforded by this problem is of pedagogical interest, especially in relation to the availability of ICT’s for creating an ambience in which the foreign student of the language can come into contact with its cultural reality online.

Presenter: Toluolope Odebanmi (Michigan State University)
Sponsor(s): ALTA
Target Area(s): African Language Sustainability
Language of Presentation: English
Applicable Language(s): All

10:15am - 10:45am
183 Areal Linguistics and the five 5Cs
I herein explore the effectiveness and implementation of introductory linguistics courses in an areal studies department in an institution of higher education, and show how such courses can enhance the outcomes of learning goals related to the five C’s proposed by the ACTFL, especially three of them, i.e. Cultures, Connections and Comparisons.

Presenter: Hongyuan Dong (George Washington University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Research & Assessment
Language of Presentation: English
Applicable Language(s): All

10:45am - 11:15am
184 To explore students interest in active learning for Chinese Language and Culture - America School Case Study
Teaching Chinese as a second/foreign language is an important part of promoting Chinese history and culture to outside countries. American high school Chinese language classes focus less on research papers, listening, speaking, reading, writing and typing in Chinese. Statistics shows what student’s expectations and goals are and teachers can use this information to backward design a Chinese Language and Culture class with ACTFL 5 C’s standards. The classroom provides demonstrations of how technology and media can enhance effective language learning practices from Chinese I to AP Chinese. It will begin with methods of how these tools are used in classrooms to provide students with access and practice capabilities to authentic language and culture content.

Presenter: Marilyn Guerrera (Xiamen University - China)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Research & Assessment
Language of Presentation: English
Applicable Language(s): All

Sponsors

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DAILY PROGRAM

10:15am - 11:45am

6G

Location: Belmont III
Chair: Jin Zhang

10:15am - 10:45am

185 Building Writing Competence for the Emerging Intermediate-Level Learner of Chinese

With a focus on emerging intermediate-level students, this paper discusses some issues related to building writing competence for learners of Chinese. The leap from the ACTFL novice level to the intermediate level is no easy task for Chinese learners. Grammar, word usage, and discourse knowledge are common barriers on the way. The paper will analyze to how great an extent directions for writing tasks, model writing pieces, instructor feedback, and re-writing contribute to the learner’s process of writing competence building. The material the presenter has developed will be used to exemplify the argument.

Presenter: Jin Zhang (Massachusetts Institute of Technology)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Curriculum Development
Language of Presentation: English
Applicable Language(s): All

10:45am - 11:15am

186 Teaching Integrated Arabic in a Multi Dialect Environment

The issue of teaching Arabic in an integrated approach has gained considerable attention in the past decade. This issue, however, is in need of more qualitative and quantitative studies. This paper seeks to add to the literature by presenting data from an innovative curricular model that provides students with exposure to Modern Standard Arabic (MSA) and one of several colloquial Arabic varieties. In this model, students learning Arabic at an English-medium university in the United Arab Emirates (UAE) studied MSA and at least one colloquial variety of Arabic. Due to the considerable variety of Arabic-speaking expatriate communities in the UAE, there is not one predominantly used colloquial variety of Arabic.

Presenter: Jeremy Palmer & Mai Zaki (American University of Sharjah, UAE)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Curriculum & Material Development
Language of Presentation: English
Applicable Language(s): All

11:15am - 11:45am

187 Building Blocks of General Proficiency in Kazakh

In the 21st century, more than ever, it is vitally important that our citizens are able to promote international dialogue and support American engagement abroad. Language skills and knowledge of culture are crucial factors in communicating in today’s diverse world. The presentation analyzes the methodology of developing Kazakh language skills in adult learners at the Department of State’s School of Language Studies.

Presenter: Aynash Aymagambetova (Department of State, School of Language Studies)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Curriculum & Material Development
DAILY PROGRAM

6H
Location: Colvin Run I
Chair: Eman M. Elbashbishy

10:15am - 10:45am
188 Profile of candidates seeking Arabic teaching certification
This paper presents the results of three years of data collected by Qatar Foundation International (QFI) on 130 candidates seeking to become certified K-12 Arabic teachers. It will discuss the demographics and profile of Arabic teacher candidates, including geographic location, educational background, country of origin, native language, prior teaching experience, and type of certification program sought. This research has implications for teacher preparation programs, school districts seeking Arabic teachers, and the field of Teaching Arabic as a Foreign Language (TAFL).

Presenter: Kelly Doffing & Gregor Nazarian (Qatar Foundation International)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Teacher Training
Language of Presentation: English
Applicable Language(s): All

10:45am - 11:15am
189 Arabic proficiency: a fusion of New Methodology and Technology
The presenter will highlight the importance of the Arabic language curriculum and textbooks, their alignment to the state and world language standards and benchmarks, and the differentiated learning that is derived from the assessment when such resources are combined. Attendees will also participate in the hands-on assessment activity to affirm the effectiveness of technology based Arabic language assessments.

Presenter(s): Majed Younes (The Dearborn Academy)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Teacher Training
Language of Presentation: English
Applicable Language(s): All

11:15am - 11:45am
190 Cognitive Strategy to Promote Autonomous Language Learning in the 21st Century
One of the main important characteristics of the 21st century is learner autonomy. Language teachers should increase autonomous learning because it is of great significance to their language students. Students should take responsibility for their own learning, rather than be dependent on the teacher. All learning in any case can only be carried out by the students themselves and also because they need to develop the ability to continue learning after the end of formal education. It is the teachers’ responsibility to foster the students’ ability to autonomously learn by designing class activities and creating a positive atmosphere, a language context and make students want to both learn and know how to learn foreign languages the effective ways.

Presenter: Lily Kang (DLIFLC Monterey, California)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Teacher Training
Language of Presentation: English
Applicable Language(s): All

61
Location: Colvin Run II
Chair: Victor Temitope Alabi

10:15am - 10:45am
191 Foreign Language Education in the Digital Age
The fast development of new technology and its worldwide application to foreign language education calls for new methods of foreign language teaching and learning through innovative technology. From elementary school to university, technology is not only changing face-to-face foreign language classrooms but also making foreign language learning individualized through an online learning environment.

Presenter: Congcong (Penny) Wang (University of Northern Iowa)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Innovative & Technology
Language of Presentation: English
Applicable Language(s): All

10:45 am - 11:15 am
192 Exploring the Trends on the Use of Smartphones Among Filipino Language Students
This presentation provides an overview of the trends on smartphone (SP) usage among students taking Filipino language classes in Hawai‘i. Specifically, it describes how SPs are used in specific situations on a daily basis and more particularly how SPs are perceived as a device in the process of learning.

Presenter: Imelda Gasmen (University of Hawaii at Maona)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Innovative & Technology
Language of Presentation: English
Applicable Language(s): All

11:15 am - 11:45 am
193 Technology and Arabic Language Learning in Action
In this session, the presenter will introduce a fully digitally interactive articulat-ed Arabic curriculum and instructional materials. The materials consist of 4Ebooks and web-based interactive activities. These ideas, along with others, will be introduced by the presenter and how they can be put to use in the classroom in an effective way. These online materials and digitally interactive language exercises will strengthen the practicality of Arabic language teaching and learning in a global world.

Presenter: Wafa Hassan (Western Michigan University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Innovative & Technology
Language of Presentation: English
Applicable Language(s): All

Lunch & Exhibition 11:40pm - 12:45pm
Making Languages Commonly Taught!

Language enrollments shift with changing economies, politics, and immigration. The past 25 years have witnessed a dramatic increase in programs in Less Commonly Taught Languages. Given the challenge of trying to predict the future, as language educators we need to be more united than ever for the benefit of our learners, while increasing the language opportunities for ALL learners at all levels. How might Less-Commonly-Taught Languages become more commonly taught? Learners benefit when programs are consistent in providing WHAT (Standards-based), HOW (communicative learning), and HOW WELL (clear performance expectations). Language learners are most motivated when the experience develops useful skills through engagement with authentic resources and tasks. Let’s work to add more languages for more learners and unify around a common focus for our language learners: common goals, common instructional practices, and common assessments.

Short Bio

Jacque Bott Van Houten has a BA, MAT University of Louisville, MAT University of Cincinnati, Ph.D., Miami University of Ohio. Jacque is the 2015 ACTFL president. Prior to her current position as World Language Specialist for Jefferson County Public Schools in Louisville, Kentucky, she spent 14 years at the Kentucky Department of Education. She taught language at the K12 and university levels, and teacher preparation classes in Ohio and Kentucky universities, as well as for STARTALK and the College Board Guest Teacher programs. She served as president of NCSFL and NNELL. Much of her work has focused on LinguaFolio, Can Do learning targets and Interculatry. Jacque was honored with Pearson’s State Supervisor of the Year award, Kentucky World Language Association’s Lifetime Achievement Award, the French government’s Palmes Académiques and ACTFL’s Florence Steiner award for Leadership in K12 Foreign Language Education.

Parallel Session SEVEN

194 Heritage speakers in the world language classroom

The presence of heritage speakers in the language classroom is an important factor for many, if not most, of the STARTALK languages. The term “heritage speaker” is a broad category that includes anyone who has learned a language at least partly through natural use in a family or community setting. This session will consider the common situation of a classroom with very mixed patterns of proficiency, as well as different attitudes toward the language being studied, and will aim at identifying strategies to help learners with diverse profiles and experiences to work collaboratively, to set useful goals for further language development, and to value their own experiences and those of their classmates.

Presenter: Catherine Ingold (University of Maryland, NFLC)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Heritage Language Learner
Applicable Language(s): All

2:45pm - 3:15pm

195 Persian Heritage Language Learners

The main subject discussed in this paper is how to teach Persian language having both foreign and heritage language learners in classes while catering for needs of language learners. Considering needs of both groups, particularly, Persian heritage language learners, it is suggested to tailor instruction applying “differentiated instruction” and distinguish classroom components as process, content, products, or the learning environment (Tomlinson, 1999). A Persian language instructor can differentiate instruction while taking learners’ needs and language profiles into consideration.

Presenter: Ladan Hamedani (University of Hawai at Manoa)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Heritage Language Learner
Language of Presentation: English
Applicable Language(s): All

3:15pm - 3:45pm

196 Heritage Students in small programs - the challenge

The term “heritage students” is often used to describe students who have a prior background in the target language. We usually think of heritage students as students who grew up hearing and or speaking the target language at home where either parents or grandparents spoke the language when interacting with the student. I believe that in the teaching of modern Hebrew we have students who might be defined as “heritageish” students because while they may not have heard the language at home, they come to us with sometimes years of exposure to the language through Sunday school and trips to Israel.

Presenter: Shelli Plesser (Duke University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Heritage Language Learner
Language of Presentation: English
Applicable Language(s): All
Parallel Session 7B  2:15pm - 3:45pm

Location: Piedmont II
Chair: Wambui M Wa-Ngatho

2:15pm - 2:45pm
197 Using the Web for Communicative Language Learning: Some Interactive tools for enhancing communication

Second Language Acquisition research has proved beyond reasonable doubt that integration of technology in language instruction pays dividends. This paper is not trying to prove that anymore but it is an endeavor to share some of the tools recently learned in an online summer institute offered by CARLA, from the University of Minnesota to language instructors. These will include tools that have been in use for long but useful trajectories added to utilize them effectively for enhancing language pedagogy. These are incorporating standard based language instruction as some are interpretive, whilst others are presentation and some for assessment.

Presenter: Zoliswa Mali (Boston University)
Sponsor(s): ALTA
Target Area(s): AL Innovative & Technology
Language of Presentation: English
Applicable Language(s): All

2:45pm - 3:15pm
198 Overcoming the Challenge of Teaching African Languages Online in Colleges and Universities

Today technology makes the teaching of languages more accessible throughout the world. A click on the Internet can provide useful online language learning audio-visuals for learners in distant places. As the technology makes language learning easy for people staying at homes or in offices, one would expect the teaching of African language courses in the United States to be delivered via the Internet, but African languages acquisition in the country or elsewhere is yet to get that space. This presentation examines the Internet technology development for languages, challenges for African language instructors, and some ideas for adapting to instructional delivery on the Internet.

Presenter: Bayo Omolola (Howard University, Washington, DC)
Sponsor(s): ALTA
Target Area(s): AL Innovative & Technology
Language of Presentation: English
Applicable Language(s): All

3:15pm - 3:45pm
199 Developing Hybrid Courses for Less Commonly Taught Languages: The Case of Turkish Language

The low number of registered students in advanced level courses of less commonly taught languages (LCTL) may force departments to either offer a loosely structured course for these learners or in many occasions, no class at all. One potential solution for this is to develop online courses to address the needs of advanced level learners. However, the design and development of online language courses can be more complex than content courses and has its own challenges. This presentation will offer insights into the design and development phase of the course; explain the challenges faced and how they are overcome. A sample unit and a number of activities developed for the course will be shared and participants in the conference will be asked for their feedback.

Presenter: Osman Solmaz (University of Arizona)
Sponsor(s): NCO/LCTL
Target Area(s): LCTL Innovative & Technology
Language of Presentation: English
Applicable Language(s): All

Parallel Session 7C  2:15pm - 2:45pm

Location: Sully
Chair: Sungok Hong

2:15pm - 2:45pm
200 Journal Writing in Foreign Language Education

This paper reports on an action research project which was carried out in a Swahili foreign language classroom. The study sought the intervention of journal writing in improving Swahili learning. The methods of data collection used in this study included classroom participant observations, personal reflections, students’ artifacts, and student surveys. The study found out that journal writing in a foreign language classroom is an important learning tool that improves students’ writing and speaking skills, and gives students a voice in their learning. Journals are also important channels of communication between teachers and students.

Presenter: Esther Lisanza (University of North Carolina)
Sponsor(s): ALTA
Target Area(s): AL Research & Assessment
Language of Presentation: English
Applicable Language(s): All

2:45pm - 3:15pm
201 Borrowing and Loanwords into Arabic

Almost no language seems to be protected from foreign borrowings. As long as humans, speakers of any language, interact with one another the phenomenon of borrowing is likely to take place. The aim of this study is to evaluate the language formation process and analyze the reasons why people borrow foreign words. While borrowing brings about different linguistic and social mechanism, it also alters the conventional use of a given language. The phonology of the borrowed items is usually the most likely aspect that is subject to change.

Presenter: Sami Lamine (University of Wisconsin)
Sponsor(s): ALTA
Target Area(s): AL Research & Assessment
Language of Presentation: English
Applicable Language(s): All

3:15pm - 3:45pm
202 A Standard-Based Approach for Effective Lesson Planning in a Foreign Language Classroom

One of the key determiners of the learning outcomes in a foreign language classroom is the kind of lesson plan used in teaching the class. It is therefore important for a foreign language instructor to effectively prepare their lessons. According to the National Standards for Foreign Language Education Project (2006), standards, “...offer a framework that provides a destination”. This is to say that, through the standards, an instructor can establish what language students should know and be able to do.

Presenter: Beatrice Ng’uesto Okelo (Indiana University)
Sponsor(s): ALTA
Target Area(s): AL Research & Assessment
Language of Presentation: English
Applicable Language(s): All
### DAILY PROGRAM

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<tr>
<th>Session</th>
<th>Time</th>
<th>Location</th>
<th>Chair</th>
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<tr>
<td><strong>7D</strong></td>
<td>2:15pm - 3:15pm</td>
<td>Belmont IV</td>
<td>Leslie L. Schrier</td>
<td><strong>203 Using FLAn to Create Hypermedia Learning Materials for LCTL</strong></td>
<td>Thomas Thibeault</td>
<td>NCOLCTL</td>
<td>LCTL Innovative &amp; Technology</td>
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<td>The presenter will demonstrate FLAn (Foreign Language Annotator), a hypermedia editor that can be used to create learning materials for LCTL instruction. The editor allows the instructor to add information in a variety of media formats to words or phrases within a foreign language text. Then, when students read the material and click on unfamiliar words, the information provided by the instructor appears, thereby facilitating comprehension. Information can be in text format (translation, cultural info, grammar info), audio (pronunciation), video or Web links.</td>
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<td><strong>204 Beyond the Fascination of Technology- Teaching Content and Keeping the Identity Alive in the Romanian Hybrid Classroom</strong></td>
<td>Mona Momescu</td>
<td>NCOLCTL</td>
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<td>In the case of many LCTLs, the shift to a different medium (distance teaching and learning, either synchronous or asynchronous) means a profound change not only in the pedagogy and methodology but also in the way in which the instructor, usually an insider of the language and culture, has to “deliver” content.</td>
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<td><strong>7E</strong></td>
<td>2:15pm - 3:35pm</td>
<td>Belmont III</td>
<td>Mehdi Khorrami</td>
<td><strong>205 Using Cinema for Conversation</strong></td>
<td>Kristina Riedel &amp; Dr Eman Saadah</td>
<td>NCOLCTL</td>
<td>LCTL Curriculum &amp; Material Development</td>
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<td>Using Cinema for Conversation focuses on developing material around films to stimulate learning content, developing culture competencies and acquiring language skills- sample lesson will be shared. Pedagogy for developing comprehension in comprehension and written and oral language skills through using film will be discussed, so will strategies for using films as effective tools to introduce students to various dialects.</td>
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<td>2:15pm - 3:45pm</td>
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<td><strong>206 Teaching listening to intermediate and advanced level learners of Arabic and Swahili: toward best practices</strong></td>
<td>Kristina Riedel &amp; Dr Eman Saadah</td>
<td>NCOLCTL</td>
<td>LCTL Curriculum &amp; Material Development</td>
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<td>Listening is one of the four key skills that foreign language learners need to master. Teaching this skill, however, involves a special type of challenge that goes beyond acquisition of vocabulary words and grammar rules. In this talk, we present case studies and give examples from Arabic and Swahili in the classroom setting, looking at heritage and non-heritage learners. We will look at intermediate and advanced level FL courses and the needs of learners at different levels of FL acquisition. We will present a range of techniques and evaluate their advantages and disadvantages, from the perspectives of students and instructors and look at how to integrate listening into the curriculum and course assessment plan. Finally, we will recommend a number of publically available listening materials for Swahili and Arabic that are linguistically and culturally appropriate for FL learners at intermediate and/or advanced levels.</td>
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<td><strong>8A</strong></td>
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<td><strong>207 Persian in Use: An Elementary Textbook for Lang. and Culture</strong></td>
<td>Anousha Sedighi</td>
<td>NCOLCTL</td>
<td>LCTL Curriculum &amp; Material Development</td>
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<td>This presentation demonstrates different features of a new first year Persian textbook entitled “Persian in Use: Elementary Textbook for Language and Culture”. Inspired by the Standards for Foreign Language Learning in the 21st Century and the 5 Cs, Persian in Use delivers a zestful and concise first year Persian language and culture curriculum. As a less commonly taught langue, the field of teaching Persian is not yet well developed and deserves much attention and research. Persian in Use offers a thematically organized and integrative approach to the instruction of the Persian language and culture.</td>
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**Sponsors**

[Image of Qatar Foundation logo]

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210 Mandarin Immersion Program for Elementary School Children: Parental Perspective

Main motivations for enrollment included advantages of second language (L2) learning at young age, future occupational or educational opportunities, and increased cultural awareness. This study is an in-depth qualitative study to examine the perspective of parents whose children are enrolled in early Mandarin immersion programs. As important stakeholders, parental perspective sheds important light on the effect of Mandarin immersion program for elementary school children.

Presenter: Jeongwoon Kim (Brigham Young University)
Sponsor(s): NCOLCCTL
Target Area(s): LCCT. K—12 Instruction
Language of Presentation: English
Applicable Language(s): All

211 Perceptions of African-language Study at Small Liberal Arts Colleges (SLACs)

As U.S. colleges and universities continue to weigh the value of offering African languages on their campuses and as part of their curricula, we are increasingly interested in why these languages are important. Focusing on the context of Small Liberal Arts Colleges (SLACs), this campus-wide survey and interview was conducted in response to ongoing scholarly discussion on the motivations of Arabic language learners (e.g., Husseinali, 2006), and current trends in African Studies curricula.

Presenter(s): Jamie Thomas & Molly McShane (Swarthmore College)
Sponsor(s): ALTA
Target Area(s): African Language Sustainability
Language of Presentation: English
Applicable Language(s): All

212 Can we teach African languages as part of the “The Languages of America in the 21st Century

One of the traditional slogans that “rationalized” the teaching of foreign languages in America was the idea of USA as being a “melting pot” where different and differing cultures met and melted into one big pot that was supposed to create a kind of unconflicting, if not homogeneous “American Culture”. This paper problematizes the functioning of this premise for teaching African language in the 21st century curriculum of American institutions. What are the imaginaries represented by this narrative? What are the challenges? What is practical and for how long? What is the role of African language instruction in perpetuating the myth of “primitive Africa needing the white man’s salvation” and how do these programs survive beyond this native informant role?

Presenter: Mahiri Mwita (Princeton University)
Sponsor(s): ALTA
Target Area(s): African Language Sustainability
Language of Presentation: English
Applicable Language(s): All

213 Promoting Dynamic Assessment (DA) in the Arabic Language Classroom

Dynamic assessment assumes a different perspective about assessment than which that is traditionally done by many classroom teachers. Despite the growing understanding of classroom assessment in the learning process, testing researchers have overlooked the area of classroom based assessment. The role of Arabic as a foreign language teachers as both instructors and assessors has not been given adequate attention due to the traditional method of one time performance testing. The purpose of this research is to show the effectiveness of Dynamic Assessment (DA) as a teaching-testing method in the the Arabic language classroom.

Presenter: Eman El Bashihy (College of education, Mansoura University, Egypt)
Sponsor(s): NCOLCCTL
Target Area(s): LCCT. Research and Assessment
Language of Presentation: English
Applicable Language(s): All
DAILY PROGRAM

2:15pm - 3:45pm

7H Location: Chrysalis
Chair: Gyanam Mahajan, UCLA

SALTA PANEL II

214 Lightning Round on Learning Scenarios

These brief ten-minute presentations develop a learning scenario and provide a self-sustaining unit on a culturally relevant topic. The unit is presented as a template so that any South Asian language can use it.

Presenter(s): Anand Dwivedi (University of Pennsylvania), Shaheen Parveen (Rutgers University), Premlata Vaishnava (Duke University) and Sunil Kumar Bhatt (University of Toronto)
Sponsor(s): SALTA/NCOLCTL
Target Area(s): SALTA
Applicable Language(s): All

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Join today and share this opportunity with your family and friends. You can be the bridge to your community.
215 Language ideology and language proficiency of 1.5 generation Korean-Americans

This paper addresses the language identity and language proficiency levels in Korean and English among 1.5 generation Korean-Americans, who do not seem to belong to either native language group ideologically or linguistically. The current study researched 10 college participants (age of arrival between 9 – 14 years old). The data were gathered using three different methods: ethnographic interview, written text analysis, and elicited imitation test. The findings from this study attempt to illuminate educators and parents of 1.5 generation Korean-Americans about their specific linguistic and socio-cultural needs.

Presenter: Yunkyoung Kang (George Washington University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL. Heritage Language Learner
Language of Presentation: English
Applicable Language(s): All

216 A Survey of Heritage Learners-The Challenge in Curriculum Design

In the field of Chinese teaching, heritage learners have long been neglected, and even seasoned teachers find it challenging to teach heritage Chinese courses. In this paper we interviewed Chinese language heritage learners and their teachers, as well as analyzed course evaluations and surveys. We will identify the key factors that contribute to this situation and provide recommendations for teachers about how to design and redesign heritage courses in order to meet the specific needs of the group of heritage learners.

Presenter: Qiuyu Wang (Northwestern University) & Xiwen Lu (Brandeis University)
Sponsor(s): NCOLCTL
Target Area(s): LCTL. Heritage Language Learner
Language of Presentation: English
Applicable Language(s): All

217 Achieving Native-like Proficiency through Collocations

The purpose of this project is two-fold: 1) to investigate the factors which lead to advanced heritage learners’ errors in lexical collocations; and 2) to propose a more effective way to improve advanced Chinese heritage learners’ proficiency. A collocation is a sequence of words or terms that co-occur more often than would be expected by chance. This study examines the productive and receptive knowledge of collocations by 20 advanced Chinese heritage learners. The learners’ productive collocation knowledge will be measured by three types of tasks: gap-filling tests, answers to open-ended questions, and compositions.

Presenter: Fang-yi Chao (United States Military Academy)
Sponsor(s): NCOLCTL
Target Area(s): LCTL. Heritage Language Learner
Language of Presentation: English
Applicable Language(s): All

218 Integrating culture into foreign language instruction

Away from cultural classes, however, culture proficiency is not well developed in the learner in foreign language instruction. This presentation shares numerous activities using authentic materials and technology applications that teachers can use to bring the target culture to life, increase students’ motivation and promote their cultural awareness.

Presenter: Asmaa Sheshata (University of Notre Dame)
Sponsor(s): NCOLCTL
Target Area(s): LCTL. Innovative & Technology
Language of Presentation: English
Applicable Language(s): All

219 Developing and Teaching a Flipped Arabic Course: Maximizing CALL and Contact

The flipped classroom is gaining momentum in FL instruction. The Program of Arabic Language and Culture undertook a hybrid pilot project in Spring 2014, where students in an introductory Arabic language classroom completed 20% of the course with alternative in-person and computer-mediated assignments outside the classroom. This presentation will focus on the design of the flipped course as well as the results of students performance of the pre- and post-flipped model in the areas of reading, writing, listening and speaking. The instructor and student opinions about the course format will also be presented.

Presenter: Ghada Bualuan (University of Notre Dame)
Sponsor(s): NCOLCTL
Target Area(s): LCTL. Innovative & Technology
Language of Presentation: English
Applicable Language(s): All

220 Cultural Linguistics is the effective method of teaching the Language and Culture of the Country

The subject of modern cultural linguistics is the study of the cultural semantics of linguistic signs, which is formed during the interaction of two different codes of language and culture. Therefore, linguistic signs are capable of performing the function of the “language” of the culture, which is reflected in the ability of language to display the cultural-national mentality of its carriers. In this regard, one can speak of “cultural barriers” that can occur even when subject to all the rules of language. “The most powerful reason of retention or loss of the nation is the language”. That’s why, language is not only the means of communication, it is the guarantee of nation’s existence. With the help of language every nation delivers its history, culture, traditions, mentality and outlook from generation to generation. The Kazakh language is the particular system of absorbing the Kazakh nation culture. If we consider knowledge as the stock which is delivered by generation to generation, and the knowledge about the Kazakh language is the introduction and assimilation of Kazakh culture. Thus, it is the new approach of teaching Kazakh to foreigners.

Presenter: Zeinep Zhmatayeva (Nazarbayev University, Kazakhstan)
Sponsor(s): NCOLCTL
Target Area(s): LCTL. Innovative & Technology
Language of Presentation: English
Applicable Language(s): All
8C 4:00pm - 5:30pm

**221 Developing a Task-based Chinese L2 Reading Curriculum**

Reading is a social activity. It happens in social contexts with identifiable purposes that determine what readers will read and how they will read. In daily life, reading is assessed by the completion of a culturally-determined reading task. However, current L1 and L2 reading research treat comprehension as the ultimate goal of reading and focuses on the cognitive processes of reading. This paper proposes a task-based curriculum for Chinese L2 reading instruction at the beginner and intermediate levels. This curriculum aligns with ACTFL standards and the new World-readiness Standards, and emphasizes reading communication.

**Presenter:** Yongfang Zhang  (Wofford College)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Curriculum & Material Development

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

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**4:30pm - 5:00pm**

**222 The National Foreign Language Center (NFLC) Resource Portal**

Over the past decade, the National Foreign Language Center has produced over 12,000 learning objects, video learning objects, and assessment objects in over 80 languages and dialects. It has also produced over a dozen full-length courses and job aids, both language and non-language related, on topics as varied as critical thinking, translation, IELR-level passage rating, and Arabic variants identification. Because of this rich and varied content, the NFLC decided to create a web-based portal that houses the majority of this material. The purpose of this presentation is to illustrate the nature and variety of these materials that are now available to the public via NFLC’s web-based portal.

**Presenter:** Bryan Anderson & Taimur Khan  (University of Maryland)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Curriculum & Material Development

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

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**5:00pm - 5:30pm**

**223 Meet the Students’ Learning Goals: Form-Focused Audio Portfolios for L2 Korean Learners in Novice Level**

The results of the surveys on the students’ learning goals at the beginning of each year clearly show that improving their speaking skills is the top priority. Consequently, the language program or course should design instructional tools that can help the students meet their learning goals. The purpose of this presentation is to demonstrate how instructors can closely monitor students’ progress in learning specific target forms/features and in using them in real-world communication by incorporating audio portfolios in your curricula. Each task in this audio portfolio project is designed to elicit the production of the target forms in the context of performing the assigned tasks. The term “form” in this presentation includes not only grammatical, but also lexical, phonological, social, and pragmatic aspects of Korean language. By implementing audio portfolios for teaching L2 Korean in elementary level, form-focused and product-based language tasks can contribute to students’ learning in a meaningful way. This presentation includes motivation for keeping audio portfolio throughout a year-long course, goals of each assigned audio task, procedures of creating an audio portfolio, how to provide feedback/corrections, learner’s CAN-DO statement rubric, grading criteria, sample audio portfolio products, and student’s feedback/reflection. Some practical issues will be discussed as well.

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

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL

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

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4:00pm - 5:30pm

**Parallel Session 8D**

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

**224 Effects of Pre, While & Post listening activities on L2 students’ Proficiency**

Inter-language transfer of information through listening often shows both positive and negative transfers due to a number of basic procedures and variables, some reliant upon linguistic aptitude, some contingent upon previous information that is not really of a purely linguistic nature, and some due to mental/psychological variables or learning styles. Therefore, in this presentation, our classroom experiences from DLIFLC teaching Hindi will be shared and discussed as to how the practice of pre, while & post-listening activities affects a L2 student’s comprehension and how critical is it to augment listening proficiency through pre-listening activities. Answers to the same question will be elicited from the audience in order to gather various other observations and experiences to reach a learning solution(s).

**Presenter:** Sunita Naran & Madhumita Mehrotra (DLIFLC)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Research & Assessment

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

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**4:30pm - 5:00pm**

**225 The effects of structure strategy and signaling in second language reading**

In the current study, I intend to conduct a descriptive study of students’ use of structure strategy in first language and second language reading. The second research question is to investigate the effects of signaling on recall after reading the expository text in their first language and second language. The third research question is to rate the appropriateness and usefulness of the structure strategy training practice tests and tests. Conducting the current study will be the first step toward understanding how structure strategy and signaling work in second language reading.

**Presenter:** Jia Yu & Bonnie Meyer  (The Pennsylvania State University)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Research & Assessment

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

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**5:00pm - 5:30pm**

**226 The Survey on the Standardized Tests of Chinese in North America**

The assessment in foreign language teaching and learning has never been an easy task. The focus of this presentation is on the most recent survey conducted on the standardized tests of Chinese (Mandarin) in North America, sponsored by HANBAN (Known as Chinese Language Council International). Based on the analysis of the tests, the discussion will address the use of the existing assessment tools for diagnostics purposes as well as their backlash effect on the teaching and learning of Chinese as a second/foreign language.

**Presenter:** Wen Xiong  (University of Rhode Island) & Jianxin Cui  (University of Maryland)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Research & Assessment

**Language of Presentation:** English  **Applicable Language(s):** Chinese
4:00pm - 5:30pm

227 Promoting a successful transition from high school Chinese to college Chinese

This presentation will provide a social-linguistic profile of this student population, analyze their heterogenetic learning needs and study behaviors, and discuss how different kinds of effective and engaging learning resources, instructional activities and assessment procedures can be designed to meet the diverse needs of those students and maximize their learning potentials. It will also provide insights on the design of K-12 Chinese language curriculum and teacher training process.

Presenter: Jia Yang (University of Dayton)
Sponsor(s): NCOLCTL
Target Area(s): LCTL. FL Instruction in K - 12 Setting
Language of Presentation: English
Applicable Language(s): All

4:30pm - 5:00pm

228 FL instruction in K-12 setting

As teachers, we continue to search and explore new ways to design and deliver instruction in order for our students to reach their learning potential. Students come to us with varying ability levels, cultural backgrounds, interests, and assortment of learning profiles. These students need inspiring, engaging lessons that includes variety, choices, challenges, complexity, and opportunities to demonstrate their capabilities. They desire a supportive learning environment which promotes diversity and nurtures creativity. Throughout this paper, I am going to discuss some points that I found so correlated to each other and very important: “The role of the teacher in the classroom”, “The use of materials,” and “Effective literacy instruction in building students’ abilities to interact with others effectively”.

Presenter: Manal Bannoura (Hamadeh Educational Services)
Sponsor(s): NCOLCTL
Target Area(s): LCTL. FL Instruction in K - 12 Setting
Language of Presentation: English
Applicable Language(s): All

5:00pm - 5:30pm

229 Best Practices in Teaching Foreign Language

Teaching foreign language has become a real need for our students. Learning Arabic is in a big demand right now in many countries and especially US. Since Arabic has different letter shapes than the European alphabets, we have to be aware that we need to employ our full attention to the way this language is being taught especially the writing part. We have to come up with different strategies that grasp students interests and stimulate their appetite to learn more about Arabic.

Presenter: Nicholas Fawaz (The council of Michigan Arabic Teachers)
Sponsor(s): NCOLCTL
Target Area(s): LCTL. FL Instruction in K - 12 Setting
Language of Presentation: English
Applicable Language(s): All

230 Yoruba language in the US: The State, Prospects and Challenges

The teaching and learning of foreign languages in the United States are becoming more and more complex in a world of global economy that makes new demands on foreign language education at local, regional, and national levels. Global economically speaking, foreign language skills are needed only if they serve ‘the purpose’ such as that of the market economy in an era in which global economy is ‘shifting away from the English-speaking world’. How can Yoruba language teachers and administrators in the US reduce, if not eliminate, the challenges facing Yoruba language so as to thrive in today’s world market in a world of globalization?

Presenter(s): Fehintola Mosadomi (The University of Texas at Austin)
Sponsor(s): ALTA
Target Area(s): African Language Yoruba
Language of Presentation: English
Applicable Language(s): All

231 Feminism in A Language Classroom: A Content-Based Pedagogical Model for Intermediate Level Yoruba Class.

Language is learnt for a purpose, and one unarguable purpose of acquisition of language is for knowledge production. Also, the teaching and learning of Yoruba language in American Universities is no doubt a way through which foreign learners get to know the rich cultural practices among the people of south western Nigeria. One major way to learn about the culture of Yoruba land is through Literature – oral or written. Many attempts have been made to teach African languages with literary texts, but not many have been organized along specific theme, such as, in this case feminism. How can the Yoruba Feminist/Womanist themed literature be incorporated into the language curriculum? This study describes a pedagogical model of language curriculum that is based on feminist ideas.

Presenter(s): Omoyemi Aijebutu (University of Wisconsin)
Sponsor(s): ALTA
Target Area(s): African Language Yoruba
Language of Presentation: English
Applicable Language(s): All

232 Effective Use of the Toolkit 2.0 for Foreign Language Teaching

This presentation will demonstrate how to use the menu options of Multiple Choice and Key Word Match in the Lesson Activity Toolkit 2.0 in the Smart Notebook II program for making foreign language teaching materials. This presentation will also introduce how to get the authentic materials from the Internet which can be used for the language teaching through the Toolkit. It will show how to edit and store them in the above Toolkit. The presenter will proceed step by step with the materials he has already made to provide LCTL learners at all levels of instruction with expanding opportunities. This session will help make teaching and learning languages of America in the 21st century more interesting and effective.

Presenter: Bo Park (Defense Language Institute of Foreign Language Center)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Innovative and Technology
Language of Presentation: English
Applicable Language(s): All
234 Athari za Mawasiliano ya Papa kwa Hapo Kwenye Komputa
Katika Uandishi wa Insha za Kiswahili Kama Lugha ya Kigeni

The Promethean board is a unique, effective and interesting tool to teach Arabic Language and Culture. Its features allow the teachers to overcome many obstacles in using Arabic in the classroom with computers that are formatted to the English Language. It also provides teachers and students with a great set of tools including, colors, audio, video, shapes and drawing capability. Teacher/student can write from right to left, format letters, listen to sounds, do matching and many quizzes in Arabic without any limitations.

Presenter(s): Aazam Feizmohamadapour (University of Illinois at Urbana Champaign)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Teacher training and Professionalization
Language of Presentation: English
Applicable Language(s): All

5:00pm - 5:30pm
235 Multimodality, Pragmatics, and Implicit Cultural Exposure in the Arabic Classroom

The Promethean board is a unique, effective and interesting tool to teach Arabic Language and Culture. Its features allow the teachers to overcome many obstacles in using Arabic in the classroom with computers that are formatted to the English Language. It also provides teachers and students with a great set of tools including, colors, audio, video, shapes and drawing capability. Teacher/student can write from right to left, format letters, listen to sounds, do matching and many quizzes in Arabic without any limitations.

Presenter(s): Aazam Feizmohamadapour (University of Illinois at Urbana Champaign)
Sponsor(s): NCOLCTL
Target Area(s): LCTL Teacher training and Professionalization
Language of Presentation: English
Applicable Language(s): All
DAILY PROGRAM

5:00pm - 6:30pm

Business Meeting
Location: Colvin Run II
Chair: SALTA President Seema Khurana, Yale University

SALTA Business Meeting

Walton Award Banquet Dinner

Location: Potomac
Time: 6:30pm to 10:00pm
Chair: Dr. Alwiya Omar, Immediate Past President Indiana University, Bloomington
Juming Jia is a Ph.D. student of Chinese language pedagogy in the Department of East Asian Languages and Literatures at The Ohio State University. She received her bachelor's and first Master's degree in Chinese and comparative literature from Shanghai Normal University. In 2012, Jia received her Master's degree in Chinese language pedagogy and is currently pursuing her doctorate at The Ohio State University. Her research with Galal Walker focuses on creating motivating learning experiences in a Chinese language program, to transform Chinese language students into lifelong, self-motivated and effective Chinese language learners. Her current projects also include designing gamified mobile application for foreign language learning. Jia has participated in teaching Chinese as a foreign language since 2005, including teaching Chinese language courses of all levels at the Ohio State University, Williams College, OSU Chinese SPEAC summer intensive language program (Columbus, Ohio), OSU Chinese Flagship summer intensive language program (Qingdao, China), and professional Chinese language schools in Shanghai. She also worked for the Critical Language Scholarship program as an academic and resident director in 2013 and 2014. Meanwhile, Jia intends to utilize her research findings to design a foreign language program which focuses on creating motivational, entertaining and educational experiences.

Zhini Zeng is a Ph.D. candidate in Chinese language pedagogy, with experience teaching Chinese language classes at all levels in the Ohio State University. She also worked as the academic and resident director for the 2014 Critical Language Scholarship (CLS) program in Guangzhou, China. She is currently writing her dissertation, focusing on what she terms “expertise”. Based on a careful analysis of data collected from natural situations, she presents a view of Chinese language learners demonstrating exceptional capacity to realize their intentions in real professional contexts. Her other research interests include coaching advanced-level Chinese learner in study abroad, material/program development and assessment.

Karen Curtin is a Ph.D. candidate specializing in Japanese language pedagogy at the Department of East Asian Languages and Literatures (DEALL) of The Ohio State University. She received her M.A. from DEALL in 2008 and served as a lecturer from 2010 to 2012, teaching Levels 1 through 4 of Japanese language. During her PhD, Curtin has helped develop study abroad materials, an online video incorporating difficult grammar into conversational strategies, and is currently conducting research on language learners’ development of Japanese politeness behavior via discourse analysis of a Japanese language classroom. Curtin’s areas of focus include working memory in the L2, the influence of study techniques outside of the classroom, discourse analysis in the language classroom, and language learner performance and development.

Wei You is currently a Ph.D candidate in reading education at the Department of Teaching, Learning, Policy, and Leadership at the University of Maryland, College Park. Her research interests are adolescents’ reading comprehension, reading motivation, adolescents’ reading practices in school and out of school, as well as the role of motivation in students’ learning of less commonly taught languages in the U.S. She is currently a graduate assistant in STARTALK, assisting with quantitative and qualitative research in the STARTALK project.
The LCTLs and America’s Languages

As the Language Enterprise prepares for the Commission on Languages of the American Academy of Arts and Sciences, the organizations in the world of Less Commonly Taught Languages need to ensure that they are ready to present themselves to the broader public and policy makers as essential components of responsible 21st century world citizenship. The language industry occupies a central place in the world economy; addressing global geopolitics, demographic change, and emerging global challenges such as climate change requires linguistic and cultural human capital. This presentation discusses the state of language in the US in light of the upcoming Commission, and provides concrete steps for LCTL leaders to take to ensure that the LCTLs have a voice in policy decisions at the local and national level.

Short Bio

Dr. William P. Rivers is the Executive Director of the Joint National Committee for Languages and the National Council for Languages and International Studies. He has more than 20 years of experience in culture and language for economic development and national security, with leadership expertise in research, assessment, program evaluation, and policy development and advocacy. He chairs ASTM Technical Committee F43, Language Services and Products and the U.S. Technical Advisory Group to ISO Technical Committee 232, Training in the Informal Sector.

Before joining JNCL-NCLIS, he served as Chief Scientist at Integrated Training Solutions, Inc., a small business in Arlington, Virginia, where he focused on strategic planning, management, and advanced technologies for language and culture programs in the public sector. While at ITS, he served in a contractor role as the Chief Linguist of the National Language Service Corps.

Prior to working at ITS, he was a founding member of the Center for Advanced Study of Language (CASL) at the University of Maryland, and was a staff member of the National Foreign Language Center from 1994 to 2003.

During his career, Dr. Rivers has also taught Russian at the University of Maryland, worked as a freelance interpreter and translator, and conducted field work in Kazakhstan, where he regularly returns to teach at several universities. He received his PhD in Russian from Bryn Mawr College and his MA, BA, and BS from the University of Maryland. He speaks Russian and French. His email address is wrivers@languagepolicy.org.

239 Error Analysis of First Year Yorùbá Learners’ Essays and Implications for Foreign Language Teaching

The paper analyses written essays of first year learners of Yorùbá with a view to identifying common linguistic errors. The essays are collected from essays written by students at the end of the Fall semester of their first year learning Yorùbá. These errors are carefully examined to reveal areas of peculiar difficulties for beginners in learning the language and hypothesize ways in which these can be effectively addressed. Significantly, this helps teachers to be conscious of these areas when teaching beginners and how they can be handled for effective teaching of the taught language.

Presenter(s): Taiwo Ehineni (Indiana University)
Sponsor(s): ALTA
Target Area(s): AL Methodology
Language of Presentation: English  Applicable Language(s): All

240 Teaching Approaching and effective second Language Learning

The main goal of learning a second language is to use it for communication. In my observation, the American students excel in second language learning because the culture of the target language is incorporated during the learning process. Thus, the students do not have to figure out the native speaker’s community lifestyle. This gives them integrative motivation in learning. However, the Kenyan students are less often exposed to the culture of the target language culture (in most cases English). Hence, their motivation is instrumental. The teachers emphasize more on grammatical rules and other skills of language learning such as listening and speaking are overlooked. Speaking and listening are not key areas of teaching because they are never tested in exams. In short, the students are taught the language to enable them succeed in examinations but not as a tool for communication.

Presenter(s): Cecilia Kyalo (University of Florida)
Sponsor(s): ALTA
Target Area(s): AL Methodology
Language of Presentation: English  Applicable Language(s): All
241 Ukubuzisa Eklasini Efundisa IsiXhosa Njengolwimi LwaseMzini

Uphando wesiXhosa eziqonda ezikhulu. Eziqonda ezikhulu ezinokwazi ezikhulu ezikubonisa ezikhulu ezikubonisa. LwaseMzini

Applicable Language(s): IsiXhosa

Target Area(s): African Language

Sponsor(s): ALTA

Presenter(s): Buyiswa Mini (University of Florida)

Location: Piedmont II

Chair: Sandra Sanneh

10:15 - 10:45am

242 Imfundo kukufunda - ukukwazi ukufunda lilungelo lethu nenzala yethu: (Iphulo lokunceda abantwana bakowethu nabafundi bethu abasaqalayo bafundani ukufunda ngelwimi zabo zenezake)

Aphathelwe ukukwazi ukufunda lilungelo lethu nenzala yethu: (Iphulo lokunceda abantwana bakowethu nabafundi bethu abasaqalayo bafundani ukufunda ngelwimi zabo zenezake)

Applicable Language(s): IsiZulu

Language of Presentation: IsiZulu

Sponsor(s): ALTA

Presenter(s): Zoliswa Mali (Boston University)

Location: Piedmont II

Chair: Sandra Sanneh

10:15 - 10:45am

243 Using Teacher Action Research To Enhance Professional Development of Critical Need Teachers

This paper explores the impact of seven consecutive STARTALK summer institutes for Arabic and Chinese teachers in a metropolitan area. Ten Arabic and Chinese teachers who participated in previous StarTalk workshops volunteered to conduct teacher action research (TAR) studies in their classrooms over a period of eight to twelve weeks. During a sequence of professional development seminars teachers were actively engaged in series of workshops focused on learner-centered approaches to teacher action research as highly effective tools for addressing pedagogical issues inherent in less commonly taught languages.

Applicable Language(s): All

Language of Presentation: English

Sponsor(s): NCOLCTL

Target Area(s): LCTL. Research & Assessment

Presenter(s): Marjorie Hall Haley (Georgia Mason University)

Location: Piedmont II

Chair: Frederick H. Jackson

10:45am - 11:15am

244 Investigating the validity of Korean text difficulty as defined by the ILR reading scales

The present study aims to validate the text hierarchy constructed according to the ILR Reading Scales through four concurrent external sources of information. First, the ILR descriptors of text difficulty are compared with impressions of text difficulty held by Korean as a foreign language (KFL) teachers and KFAT test-takers who have no experience using ILR descriptors. In addition, test takers’ actual performance is compared with text difficulty based on the ILR. Finally, text difficulty is validated by comparing descriptions of text difficulty from the ILR scales with an external framework of text difficulty developed by Chapelle, et al. (2003). The results of the present study suggest that text difficulty may be better evaluated using multiple indicators, instead of relying solely on the ILR text difficulty hierarchy when it applies to Korean passages. This study suggests that levels of text difficulty are not sufficiently captured by the ILR descriptions, which focus mainly on the text type.

Applicable Language(s): All

Language of Presentation: English

Sponsor(s): NCOLCTL

Target Area(s): LCTL. Research & Assessment

Presenter(s): Sun-Young Shin (Indiana University)

Location: Piedmont II

Chair: Frederick H. Jackson

10:15am - 11:45am

245 The impact of diglossia on native Arabic speakers’ perceptions

In this session attendees will learn about perceptions and beliefs of native Arabic speakers who study Modern Standard Arabic (MSA) in school regarding educational challenges posed by diglossia. Participants were 30 Israeli Arab students in the 12 grade. The data was collected through a questionnaire and follow-up semi-structured interviews with participants and teachers to add significant depth to the findings and conclusions that can be drawn. The questionnaire consisted of 14 questions aimed to elicit participant’s perceptions and beliefs towards learning MSA and the role their mother tongue (the Palestinian spoken dialect, Ammiiyya) plays in the process. Results indicate that respondents do not like the experience of learning MSA in school.

Applicable Language(s): All

Language of Presentation: English

Sponsor(s): NCOLCTL

Target Area(s): LCTL. Research & Assessment

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

Location: Piedmont II

Chair: Sandra Sanneh

10:15 - 10:45am
10:45am - 11:15am

**247 The Role of Technology in Foreign Language Learning and Teaching**

As technology continues to expand and evolve ever more rapidly, how to effectively leverage it in traditional-, blended-, and distance-learning environments is becoming less and more clear. This is particularly true given the practical constraints of limited time and money most programs have tried to implement technology in the language classroom. In this presentation, what is known about the internal and external factors of second language acquisition will be reviewed, along with a new paradigm for thinking about how foreign language learning and teaching should be approached. This new paradigm will then be juxtaposed with the technology tools currently available, illustrating how they can be used to help learners reach their target proficiency goals.

**Presenter:** David Ellis (NFLC, University of Maryland)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Innovative & Technology

**Language of Presentation:** English

**Applicable Language(s):** All

11:15am - 11:45am

**248 Exploiting the Potential of Social Networking Sites for Less Commonly Taught Languages: Examples from Facebook and Twitter**

The emergence and sudden growth of Web 2.0 technologies captured the attention of second language educators and applied linguists among many other professionals. Given that the biggest social network site (SNS), Facebook, has more than 1.2 billion monthly active users (Facebook, 2014), and social media spans all ages and demographics. The goal of this research is to present the pedagogical affordances and constraints of SNS use for less commonly taught languages (LCTL) emerging from the growing literature. Following the explanation of a number of sample studies carried out in SNS contexts, potential outcomes of these researches for LCTL are explored.

**Presenter:** Osman Solmaz (University of Arizona)

**Sponsor(s):** NCOLCTL

**Target Area(s):** LCTL Innovative & Technology

**Language of Presentation:** English

**Applicable Language(s):** All
NCOLCTL Executive Board Meeting

Location: Chrysalis

Time: 12:00 noon to 2:00pm

Chair: Jacques C du Plessis, NCOLCTL President
Congratulations to Dr. Catherine Ingold for receiving the 2015 Walton Award

Dr. Catherine Ingold is the Executive Director of the National Foreign Language Center (NFLC), a policy, research and development institute at the University of Maryland, College Park, whose mission is to help the United States to meet its needs for languages other than English. NFLC was founded in 1986 at Johns Hopkins University to develop and promote policies in support of effective teaching and learning of languages throughout the United States. Dr. Ingold is also principal investigator of the Center's two largest sponsored projects:

1. The LangNet/Analyst Learning Link project develops online, multi-media learning and assessment materials for adult professionals in over 60 languages, amounting to thousands of hours of instruction and assessment. These materials are used throughout the federal government for language training and maintenance, and are also provided to the National Flagship in support of its programs.

2. The STARTALK Project funds 150+ summer programs across the US for students and/or teachers of ten critical languages: Arabic, Chinese, Dari, Hindi, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu; and provides extensive technical assistance to these programs, organizing two national conferences annually and mentoring the programs that receive funding.

Dr. Ingold holds a diplôme supérieur d'études françaises from the University of Paris and a M.A. in Romance Linguistics and Ph.D. in French from the University of Virginia. She began her career in teaching and academic administration at Gallaudet University as an instructor in French and Spanish, later serving as Dean of Arts and Sciences and then as Provost. She then spent four years as president of the American University of Paris, and after returning to the US was president of Curry College in Milton, MA. In 1996, she came to the National Foreign Language Center as a visiting fellow, and was appointed Deputy Director during the directorship of Dr. Richard Brecht. She was appointed Executive Director of NFLC upon Dr. Brecht's retirement in 2005.
Providing the resources U.S. businesses need to compete in today's rapidly changing world. At the IU Center for International Business Education and Research (CIBER), housed in the Institute for International Business, we leverage the institutional strengths of Indiana University and the Kelley School of Business to help U.S. businesses compete successfully in the global marketplace. We are a national resource center — one of only 17 such centers funded by a Title VI grant from the U.S. Department of Education.

ICA Language Services
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7036091098

CLE
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The Center for Language Excellence promotes, supports, and enhances the learning and teaching of languages at Indiana University through (1) Proficiency-Based and Standards-Based Instruction, (2) Professional Development and Research, (3) Assessment of Language Learning Outcomes, and (4) Online Language Education.
The Language Flagship is a national effort to change the way Americans learn languages. We offer language programs at schools across the United States for undergraduate students in critical languages such as Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian, Swahili, and Turkish. Through an innovative partnership between the federal government and higher education, The Language Flagship seeks to graduate students who will take their place among the next generation of global professionals, commanding a superior level of proficiency in one of many languages critical to U.S. competitiveness and security.

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### Hotel Floor Plan

#### CONERENCE & EVENT ROOMS

#### CAPACITIES & DIMENSIONS

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<th>Lobby Level</th>
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| Potomac Ballroom | 50' x 41' | 12' | 40 | 700 | 270 | 304 | 100 | 300 | 120 | 450 | 150 | 39 | 24
| Potomac Ballroom I | 50' x 32' | 12' | 40 | 600 | 240 | 300 | 100 | 300 | 120 | 450 | 150 | 39 | 24
| Potomac Ballroom II | 50' x 30' | 12' | 40 | 500 | 240 | 300 | 100 | 300 | 120 | 450 | 150 | 39 | 24
| Potomac Ballroom III | 50' x 32' | 12' | 40 | 500 | 240 | 300 | 100 | 300 | 120 | 450 | 150 | 39 | 24
| Potomac Ballroom I & II | 50' x 62' | 12' | 3000 | 168 | 320 | 60 | 200 | 80 | 200 | 80 | 200 | 80 | 200 | 80
| Colonial Run | 24' x 58' | 9' | 400 | 20 | 20 | 70 | 30 | 100 | 40 | 16 | 12
| Colonial Run I | 24' x 28' | 9' | 400 | 20 | 20 | 70 | 30 | 100 | 40 | 16 | 12
| Colonial Run II | 24' x 30' | 9' | 400 | 20 | 20 | 70 | 30 | 100 | 40 | 16 | 12
| 2nd Floor | 24' x 15' | 8' | 412 | n/a | n/a | 12 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Executive Boardroom I | 24' x 15' | 8' | 412 | n/a | n/a | 12 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Fairfax Room | 31' x 21' | 12' | 852 | 20 | 40 | 80 | 20 | 70 | 30 | 100 | 40 | 16 | 12
| 3rd Floor Above Health Club | 53' x 42' | 8' | 2000 | 100 | 160 | 40 | 120 | 50 | 150 | 50 | 40 | 12 | 40 | 12 |
| Piedmont | 53' x 27' | 8' | 1266 | 50 | 70 | 20 | 50 | 25 | 75 | 25 | n/a | n/a | n/a | n/a |
| Piedmont I | 53' x 27' | 8' | 1266 | 50 | 70 | 20 | 50 | 25 | 75 | 25 | n/a | n/a | n/a | n/a |
| Lower Level Below Health Club | 40' x 21' | 8' | 840 | 30 | 60 | 20 | 50 | 25 | 60 | 24 | n/a | n/a | n/a | n/a |
| Tara | 40' x 21' | 8' | 840 | 30 | 60 | 20 | 50 | 25 | 60 | 24 | n/a | n/a | n/a | n/a |
| Chrysalis | 40' x 21' | 8' | 840 | 30 | 60 | 20 | 50 | 25 | 60 | 24 | n/a | n/a | n/a | n/a |
| Corcoran | 20' x 12' | 8' | 240 | 8 | 20 | 20 | 20 | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Veritas | 20' x 19' | 8' | 370 | 30 | 70 | 20 | 40 | 18 | 40 | 12 | n/a | n/a | n/a | n/a |
| On First Three Floors | 35' x 21' | 8' | 735 | n/a | n/a | 25 | 12 | 16 | 15 | 20 | n/a | n/a | n/a | n/a |
| Parlor (8) | 22' x 12' | 9' | 15 | 25 | 16 | 20 | 14 | 20 | n/a | n/a | n/a | n/a | n/a | n/a |
| Third Floor Over Main Lobby | 35' x 21' | 8' | 735 | n/a | n/a | 25 | 12 | 16 | 15 | 20 | n/a | n/a | n/a | n/a |
| Main Level/Exhibit Area | 139' x 77' | 18' | 7923 | 483 | 756 | 220 | 520 | 200 | 720 | 180 | 64 | 16 | 9
| Belmont | 38' x 77' | 18' | 1881 | 108 | 200 | 55 | 140 | 50 | 180 | 45 | 16 | 9
| Belmont I | 38' x 77' | 18' | 1881 | 108 | 200 | 55 | 140 | 50 | 180 | 45 | 16 | 9
| Belmont II | 38' x 77' | 18' | 1881 | 108 | 200 | 55 | 140 | 50 | 180 | 45 | 16 | 9
| Belmont III | 38' x 77' | 18' | 1881 | 108 | 200 | 55 | 140 | 50 | 180 | 45 | 16 | 9
| Belmont IV | 38' x 77' | 18' | 1881 | 108 | 200 | 55 | 140 | 50 | 180 | 45 | 16 | 9
| Belmont I & II | 68' x 57' | 18' | 3876 | 216 | 400 | 110 | 280 | 100 | 360 | 90 | 32 | 18
| Belmont II & III | 68' x 57' | 18' | 3876 | 216 | 400 | 110 | 280 | 100 | 360 | 90 | 32 | 18
| Belmont III & IV | 78' x 56' | 18' | 4088 | 180 | 330 | 110 | 220 | 94 | 360 | 80 | 32 | 18
| Belmont I, II & III | 101' x 57' | 18' | 5757 | 306 | 540 | 165 | 420 | 150 | 340 | 135 | 48 | 27
| Belmont II, III & IV | 101' x 57' | 18' | 5757 | 306 | 540 | 165 | 420 | 150 | 340 | 135 | 48 | 27
| Belmont I, II, III, & IV | 101' x 57' | 18' | 5757 | 306 | 540 | 165 | 420 | 150 | 340 | 135 | 48 | 27
| Belmont Forge | 18' | 4159 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Sulby | 41' x 40' | 12' | 1640 | 90 | 90 | 24 | 80 | 32 | 180 | 40 | 14 | 8

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