



SCOLTalk

The newsletter of the
Southern Conference on Language Teaching

Volume 49

May 2018

Greetings from the SCOLT President

Hello from the Appalachian Mountains of North Carolina! I hope your school year wrapped up nicely and that you are pumped about having a little time off to relax, reflect, and rejuvenate yourselves this summer!

SCOLT had a wonderful conference in March in Atlanta! Thank you FLAG, SEALLT and ACTFL for helping us create a network of friends while filling up our professional souls! We certainly reached All The Levels! We all know that It takes a village and we are so lucky to have such supportive connections and strong bonds in our region.

I am trying something a little different for my first official message to you as president. Click here for my video message!

Have an amazing summer! Work a little and play a lot! Mark your calendars for March 21-23! We'll see you in Myrtle Beach in 2019!

Carmen Scoggins
SCOLT President 2018 - 2020



Carmen's tips if you want to work this summer:

READ: *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*; *Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom*

EXPLORE: Edpuzzle; Flipgrid; The Answer Pad; Screencastify

FOLLOW: #langchat @SraSpanglish

PREPARE: Meal Prep Ideas

LISTEN TO: Cult of Pedagogy

Carmen's tips if you want to play this summer:

READ: *A Man Called Ove*; *Where'd You Go Bernadette*; *Eleanor Oliphant is Completely Fine*, *Voices of SCOLT*

EXPLORE: Snapchat; Giphy; Chatterpix; Fortnite

FOLLOW: #wanderlust @EverythingGoats

PREPARE: Grilled salmon with avocado

LISTEN TO: Your fave songs on Spotify, Pandora, Amazon, or iTunes

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SCOLT 2019

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SCOLT Representative to ACTFL
Louisville Collegiate School, KY

Dr. Paula Garrett-Rucks
Editor, *Dimension*
Georgia State University, GA

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Executive Director

Leslie Baldwin
Executive Director Designate

SCOLT Welcomes New Board Members

Dr. Bobby Hobgood, SCOLT President-Elect

Dr. Bobby E. Hobgood is the Director of the Language Resource Center in the Department of Languages and Culture Studies at the University of North Carolina at Charlotte. In his role, he supports the integration of technology by both faculty and students in the study of languages and world cultures. He also offers webinar series, book talks, and face-to-face workshops on a range of curriculum issues focused on pedagogy to engage learners. Bobby is the 2016 recipient of the Honorary Lifetime Member award for the Foreign Language Association of North Carolina and the 2017 recipient of the Educator of Excellence award for the Southern Conference on Language Teaching.



Dr. Mark Linsky, New SCOLT Board Member

Mark Linsky taught French in Georgia public schools for 20 years before becoming the World Languages Specialist for the Savannah-Chatham County Public School System. He has been active in FLAG, SCOLT, and NADSFL. He holds a Doctorate in Curriculum Studies from Georgia Southern University and was the recipient of the 2017 SCOLT Leadership Award.



Dr. Victoria Russell, New SCOLT Board Member

Victoria Russell is an Associate Professor of Spanish and Foreign Language Education at Valdosta State University. She has been very active with ACTFL for over a decade, serving in leadership positions with several Special Interest Groups (SIGs). She currently serves as Chair of the Distance Learning (DL) SIG, where she and other DL SIG members created a national mentoring program for online language teachers. Victoria's research interests include online language pedagogy, pragmatics, and foreign language teacher preparation.



Lisa Podbilski, New SCOLT Representative to ACTFL

Lisa Podbilski is an Upper School Mandarin Chinese teacher at Louisville Collegiate School in Kentucky. Lisa has a B.A. in East Asian Language and Culture from Michigan State University and is currently working towards her M.A. in Chinese Studies from Valparaiso University. She is a College Board Presenter and Reader and in 2011 she was selected as SCOLT's Teacher of the Year.



2018 SCOLT Scholarship Winners

MARISSA POPE-BECK
Goethe Institut Scholarship



Marissa Pope-Beck's love of German began at the age of 10 at a school that offered foreign languages in its elementary enrichment program. Her German studies continued through high school. Post high school, Marissa pursued both a Bachelor's degree and Master's degree in Voice Performance and started her career as a professional opera singer and music professor. It wasn't until 2016, when she received a text message from a colleague asking if she would sub for a German program, that she began her career as a German teacher. She is now in her second year of teaching at Haines City High School/ International Baccalaureate East program in Florida and she is loving every moment! In addition to teaching, she is currently completing a Master's degree in World Language Education in German with the G.O.L.D.E.N. program at the University of Nebraska - Lincoln.

ANDREA BROWN
Academia Latinoamericana de Español Scholarship



Andrea Brown is an 8th year teacher at Woodland High School in Cartersville, GA. She teaches Spanish 1 and 2, co-sponsors the National Honor Society, and serves on the faculty social committee. She has a Bachelor's degree in Spanish Education from Berry College, as well as a Master's degree in Spanish Education from Auburn University.

JUSTIN SEIFTS
Centro MundoLengua Scholarship



Justin Seifts teaches Spanish at East Chapel Hill High School in Chapel Hill, North Carolina. He is chair of the World Language Department and he is a National Board Certified teacher. Justin is also an AP Reader for the College Board, has served as a Board Member on the Foreign Language Association of North Carolina (FLANC) for the past 5 years, and leads conference sessions and workshops around the country.



ELIZABETH CARTER

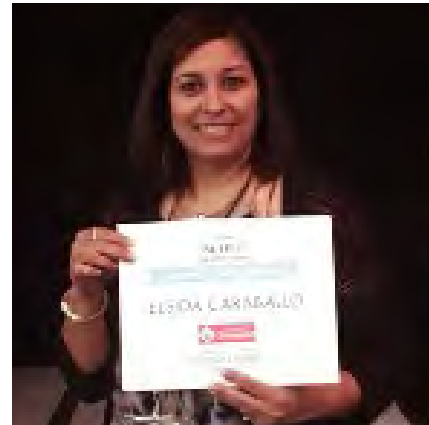
Cemanahuac Educational Community Scholarship



Elizabeth Carter is in her 10th year of teaching Spanish. She is currently teaching Novice A Spanish at Lexington Middle School in Lexington, South Carolina. She was honored in 2015 as the Sigma Delta Pi Spanish Teacher of the Year in South Carolina and has been the recipient of travel awards from both her state organization, SCFLTA, as well as from SCOLT. She currently serves as a mentor for new teachers at Lexington Middle School. Elizabeth is passionate about introducing students to other cultures and a world outside of their own. Over the past 4 years, she and her students have participated in the Pulsera Project by learning about Nicaragua and selling handmade 'pulseras', or bracelets, made by Nicaraguan artisans to help sustain fair wage jobs in Nicaragua. Her students have hosted Pulsera sales totaling \$17,280.

ELSIDA CARABALLO

Estudio Sampere Scholarship



Elsie Caraballo describes herself as a Spanish teacher, grammar geek, and a world trotter. She was born and raised in Puerto Rico and moved to Ohio in 2006. She attended the Pontifical Catholic University of Puerto Rico where she obtained a Bachelor Degree in Secondary Education. Elsie has been teaching Spanish 3, 4 and AP Language and Culture at Brooks DeBartolo Collegiate High School since 2015. She also taught Spanish 3 and 4 in an all girls Catholic School for ten years and served as a translator for General Motors before beginning her teaching career in Florida.

Elsie holds a Master's Degree in Classroom Technology from Bowling Green State University where she also worked as a Graduate Teaching Associate. While working at Brooks DeBartolo Collegiate High School, she started a World Languages and Culture Club, and a new Chapter of the Sociedad Honoraria Hispánica. She enjoys traveling with her students to Spanish-speaking countries and has had the opportunity to organize student tours to Spain, Costa Rica, and Ecuador.

Interested in Traveling Abroad during the Summer of 2019?

Apply for a SCOLT Scholarship Today!

We are grateful to our generous scholarship donors:

Academia Latinoamericana
Cemanahuac Educational Community
Centro MundoLengua
Estudio Sampere
Goethe-Institut

Application deadline is January 31, 2019.

What's it like to have a SCOLT Scholarship Experience?

Click [here](#) to check out our library of videos and lesson plans from previous SCOLT Scholarship Winners and find out more about the value of these experiences..

2018 SCOLT Award Winners

Dr. Jon Valentine, the Director of Foreign Languages for Gwinnett County Public Schools in Atlanta, Georgia, was awarded the **2018 SCOLT Leadership Award**. The SCOLT Leadership Award is given to a K-12 educator who has demonstrated excellence in language teaching through service to the school, community, active participation in SCOLT, and leadership and advocacy at the local, state, and/or regional or national level.

Dr. Valentine oversees the 13th largest foreign language program in the nation supporting over 54,000 students in a district with enrollment of nearly 180,000. He has initiated proficiency-based programs in six languages as well as development and implementation of the district's Spanish and French dual language immersion programs. In fact, he has collaborated with partners in education and economic development to oversee a three-fold increase in the number of dual-immersion schools in the State of Georgia in languages deemed vital to economic development of the state and region.

An administrator in his system pointed out that Valentine's language department employs over 300 language teachers that teach five languages in the middle and high schools. He said, "The Gwinnett County Dual Language Immersion program (DLI) program that began four years ago with three programs and two languages has grown to eight programs in the fall of 2018 with a new Korean program in the fall of 2019. This DLI program consists of three languages, 82 teachers, and hundreds of teachers that could have never been sustained and grown without the planning, execution, and the advocacy of Dr. Valentine."

One of his recommenders added that Valentine is a relentless advocate for world language education and dual language programs. "He does not hesitate to reach out to local and international businesses to invite them to come and learn, get involved, contribute, partner, and support language programs in his schools. He is bringing his talents and zest for growing strong programs, teachers, and learners to the tables so that others around the nation and world will have opportunities to learn and grow together. SCOLT congratulates Dr. Valentine on this award and thanks him for his efforts to promote world language learning.



Dr. Jon Valentine



2018 SCOLT Award Winners



Dr. Carol Anne Costabile-Heming

Dr. Carol Anne Costabile-Heming, Professor of German at the University of North Texas, was awarded the 2018 SCOLT Educator of Excellence. The Educator of Excellence Award recognizes educators at the community college, college, and university level who have demonstrated excellence in language teaching, active participation in SCOLT, and leadership and advocacy at the local, state, and/or regional or national level.

As a German professor, Dr. Costabile-Heming travels frequently to Germany to conduct research and has received numerous grants and fellowships including an award from the German Embassy and fellowships to support cross-cultural projects with students and faculty. In 2012, the American Association of Teachers of German (AATG) recognized Carol Anne as its Outstanding Educator, Post-secondary Level.

Dr. Costabile-Heming has contributed to the world language profession in a variety of leadership roles at the national, regional, and state level. She has served as President of SCOLT in 2016. She has been the national President of AATG, an organization that supports the study of German in grades K-16. She has also served on the Board of Directors for JNCL-NCLIS, a critical advocate for language learning. Costabile-Heming currently serves as Secretary of the North Texas AATG.

Besides continually researching and publishing, she presents at the American Council on the Teaching of Foreign Language (ACTFL) and the German Studies Association. One of her recommenders said, “Carol Anne’s leadership will have lasting impact for years to come.”

Dr. Costabile-Heming states, “I am honored and humbled to receive the 2018 SCOLT Educator of Excellence award. The best part of being a university language educator is the close bond that I am able to develop with my students, mentoring them to become proficient speakers of the language, pushing them to push themselves to experience the magic of study abroad, and watching their faces light up during those ‘ah ha’ moments.” She added, “Receiving this award from SCOLT feels like the culmination of my career.” SCOLT congratulates Carol Anne on this award and thanks her for his efforts to promote world language learning.



2018 SCOLT Award Winners

Founders Award 2018

When deemed appropriate, the SCOLT Board of Directors presents the Founders Award to a member who has made significant contributions to SCOLT over the years and who exemplifies the spirit and ideals of the founders of the organization. This year, the board selected **Sue Barry** from Auburn University for this award.

“I consider it a great honor and privilege to be recognized as this year's recipient of the 2018 SCOLT Founders Award, and I am so proud to join the distinguished list of educators who have received this honor before me. To the SCOLT selection committee who decided that I was worthy of the award, I offer my heartfelt gratitude. For a teacher educator to watch the growth of former students as they develop into accomplished colleagues and to feel that you may have had some impact on the future of the profession through their successes is reward enough. To be recognized by your profession for doing what you love to do is extraordinary” - Dr. Sue Barry



Dr. Sue Barry with SCOLT President, Thomas Soth

Bostick Award

Dr. Herman F. Bostick conceived the idea for the Southern Conference on Language Teaching while serving as the Georgia Department of Education Foreign Language Consultant. In the fall of 1964, working with Dr. Louis J. Chatagnier of Emory University, the purpose and organization of SCOLT began to emerge, and on February 4-6, 1965, the first SCOLT Conference was held in Atlanta. SCOLT became incorporated in the fall of 1967. In 1997 Kathy White, SCOLT Chair, presented Dr. Bostick with the SCOLT Founders Award.

The Bostick award is given each year to teachers who meet the following criteria. To be eligible for the Bostick Award, teachers must be in their first to fifth year(s) of teaching, dedicated to a long-term teaching commitment, who have not yet attended a SCOLT conference, and who demonstrate a commitment to future conference participation as part of their professional development. Two teachers will be awarded conference registration during each annual SCOLT conference.

This year we're pleased to announce that the Bostick Awards were given to **Pedro Feliciano** of Georgia and **Sharwin Snelson** of Tennessee.



SCOLT Founder, Dr. Herman Bostick

Meet the 2018 SCOLT Teacher of the Year

Heidi Trude, a French teacher in Warrenton, Virginia, was named the 2018 SCOLT Teacher of the Year during the conference in Atlanta. Victoria Russell, SCOLTalk Co-Editor, conducted the following interview with Heidi:

Q: Why did you become a French teacher and what motivates you to stay engaged in the profession?

A: I fell in love with the French language and culture as an 8th grade student in Mme Schoomaker's class at Taylor Middle School in Warrenton, Virginia. Mme Schoomaker made the French language come alive and I knew that I wanted to continue studying French in high school. My passion for the French language and culture continued to grow as I progressed in my studies with Mme Harway at Liberty High School in Bealeton, Virginia. Like Mme Schoomaker, Mme Harway had a way of bringing the language to life. I knew as a senior in high school that I wanted to continue studying French in college.

"Do what you love, and love what you do." This is a quote that one of my mentors shared with me when I was in college. As a senior, I was unsure of my future; however, I knew that I had a passion for the French language and culture. There were numerous career options available to me, but one seemed to rise above the rest—teaching. All through my years in public schools and college, I was blessed with wonderful teachers who truly cared about me as an individual and made me believe that I could do anything I put my mind to. These individuals instilled a love of learning in me. It wasn't until I started tutoring a young girl in French that I realized I had the passion not only for French, but also for teaching. I knew from that moment on that I wanted to share my love of French with others and be that source of encouragement and inspiration that my teachers had been for me.

Throughout my teaching career, I have found inspiration and encouragement from my colleagues throughout the state of Virginia, as well as on social media. Becoming an active member of the Foreign Language Association of Virginia (FLAVA) and the American Association of Teachers of French (AATF) Virginia (VA) chapter has allowed me to grow as a professional and to connect with other educators. Being the only French teacher in my building can be a challenge, so I



Heidi Trude, 2018 SCOLT Teacher of the Year

reach out to my colleagues in these organizations for encouragement and inspiration.

Another source of inspiration is my students. I always strive to create innovative and authentic lessons that will motivate my students, as well as allow them to truly experience the French language and culture. Since I know many of my students will not have the chance to travel abroad, I want to bring the French-speaking world to my students. I want my students to have the same passion and enthusiasm that I do for the French language and culture and I will do everything that I can to help my students experience this on a daily basis.

Q: There is a significant shortage of language teachers in the U.S. and many schools are reducing their foreign language offerings. Could you please tell us what you do to advocate for the importance of language learning? In your opinion, what can other language educators do to promote language education both locally and nationally?

A: Serving on the FLAVA and ATTF-VA boards has allowed me to advocate for language learning at the state level. I have communicated with state legislators regarding the importance of language learning, as well as discussing how computer coding cannot be a replacement for world languages. In addition, I have also had the opportunity to speak with Governor Northam on the issue of computer coding and language learning. Advocacy needs to occur at all levels—national, state, and local.

Last year, I had to advocate for the entire French program for Warren County, as it was cut from the middle school curriculum. In order to get the administrators and the school board to understand the significance of this decision, I reached out to FLAVA, AATF, and ACTFL for assistance. I knew that the students deserved better and needed someone to advocate for them. I enlisted current and former students and parents to write letters and speak at school board meetings. I also invited those individuals to attend my classes and see how my students were able to communicate and collaborate with our partner school. French was not merely an elective course for these students, but an opportunity to connect with the global world. Because of our efforts, French was reinstated in the middle school for the coming school year. It is so important for language teachers to advocate for every student every day in order to ensure that all students have an opportunity to learn a language.

Every language teacher has a story to tell and a program to celebrate. I would encourage language teachers to share their stories and to promote what is happening in their classrooms. We are our own best advocates. If we are not telling our story, then who is? Use social media and share all the amazing things that your students are doing. I would also encourage language teachers to invite community members into their classrooms so they can experience the value of language learning firsthand. Language teachers need to be proactive in advocating for their programs.

Q: You have a partnership with Lycée-Bazin in Charleville-Mézières, France. How did this come about and what impact does it have on your students?

A: The day I received the email from the Virginia Department of Education (VDOE) in 2012 announcing that Virginia had signed an agreement with the Académie

de Reims, I knew I had to take a chance at creating a partnership with a school in France. The long awaited day finally arrived—I learned that Skyline High School would have a partnership with the Lycée Bazin in Charleville-Mézières, France. I was ecstatic, along with my students and administrators. The partnership was really going to happen. Filled with enthusiasm and anticipation, I immediately contacted my new colleague, Nicolas Houpert, a math teacher at the Lycée Bazin. Even though we both teach different subjects, we realized that we had the same common goals and interests for the partnership. Any fears and apprehension that I had about the partnership were erased once I began communicating with my new colleague in Charleville. The school year began and the magic happened. I explained to my students that we would have a partner school in France with whom we would be working throughout the year. The students became even more excited about French class. Suddenly, it became real to them. They were no longer just taking a foreign language to fulfill the advanced diploma requirement—it was now real life application of the language! The excitement that was present on the first day of the partnership continues to this day.

After several successful exchange visits, I realized that, in order to take the partnership and my teaching to the next level, I would need to create an atmosphere that would allow for daily interactions and collaboration.



Heidi with 2017 SCOLT TOTY, Brenna Byrd

The easiest way to achieve this goal was to use Google Apps for Education. As a Google Certified Educator, I was completely comfortable integrating this technology into my classroom. In addition, I received a grant for a classroom set of Chromebooks. The addition of the Chromebooks created a 1:1 classroom and has allowed for collaboration among my students and their peers in France.

When I began this partnership with Nicolas Houpert and the Lycée Bazin, I would have never imagined the impact it would have on my students. I quickly learned that the students thrived while using the technology. Not only were they communicating and functioning in a manner in which they are very comfortable, they were also applying their knowledge of French to real life situations. Foreign language learning needs to be active. It is not rote memorization and paper/pencil exercises. Having Chromebooks in the classroom allows my students to have first-hand experience with native French speakers on a daily basis. It also allows them to communicate in the medium in which they are most comfortable. My students' French has greatly improved by giving them the opportunity to utilize technology to communicate with our partner school on a daily basis. If one would have asked me when I submitted my application to the VDOE in 2012 if this is where I imagined the partnership would be, I would have said no. This partnership has exceeded my expectations and my principal has said on many occasions that it is the epitome of what collaboration should look like. Amy Poehler summed up the power of partnerships and collaboration best during a speech at Harvard, "As you navigate through the rest of your life, be open to collaboration. Other people and other people's ideas are often better than your own. Find a group of people who challenge and inspire you, spend a lot of time with them, and it will change your life." By making the global connection, I have facilitated an atmosphere that any foreign language teacher would want and have established a partnership that will last a lifetime. The partnership has opened the doors to the world for my students and allowed them experiences that many have only dreamed of. The partnership has not only changed my life, both professionally and personally, but it has also changed the lives of my students and the lives of the students in France, something that is far more valuable to me than any score on a test or grade in a class.



Marty Abbott, Heidi Trude, and Thomas Soth

Q: You are a Google Certified Educator and Trainer and you were selected to train at the Googleplex for the Google Teacher Institute in Mountain View, CA. What did you learn from this experience?

A: Having the opportunity to train and learn from some of the top educational technology integrators was such an amazing experience. During the Google Geo Teachers Institute, I had the opportunity to attend various trainings on the Google Geo tools—ranging from Google Maps to using Google Cardboard and Google Expeditions for virtual field trips. In addition, I also had the chance to learn how to use Google Maps to create immersive augmented reality experiences, similar to Pokemon Go, for my students to complete. Teaching in a rural area, most of my students do not have the opportunity to explore or know the outside world. The training I received at the Googleplex has allowed me to bring the world to my classroom. By using virtual reality, my students can be transported to Francophone countries with the click of a button. Having these tools available and knowing how to integrate them into my curriculum was such a game changer for me. Now, I can take my students anywhere without ever leaving the classroom!

Being a Google Certified Educator and Trainer has also afforded me the opportunity to present at various conferences and to share my passion for language learning and technology with other educators. The skills that I have learned through these certifications have allowed

me to create more innovative and authentic experiences for my students. They also assist me in constructing a collaborative environment with our partner school in France.

Q: Given that your school has limited computer technology capabilities, how do you manage to integrate technology meaningfully into your daily instructional practices?

A: Teaching in a rural area with limited resources and technology capabilities can be a challenge; however, I did not want to let this challenge hinder my chances at creating meaningful lessons for my students. Once I established the partnership with the Lycée Bazin, I realized that my students would need daily access to technology in order to complete the projects my partner teacher and I were designing. I applied for a grant for a classroom set of Chromebooks through the Warren County Educational Endowment. After completing the application and interview process, I was awarded the grant and was able to purchase a classroom set of Chromebooks.

I was the first teacher in the county to have a 1:1 classroom where each student has access to a Chromebook in my class, which has prompted me to make changes to how I conduct my classes. For example, as a result of having the Chromebooks, I am now able to create more personalized learning opportunities for my students. Within Google Classroom, I can assign activities to individual students based on their needs. I have also decreased the amount of handouts, as my students now have access to all the materials they may need on the Chromebooks within Google Classroom. Creating a classroom that is almost paperless has definitely been a process, but the end results and the gains in student learning are definitely worth it. I see the technology as a tool. It is my lessons that drive the integration of technology, not the technology driving the lessons. There are some days that my students hardly use their Chromebooks, and then there are days when the students use the Chromebooks for the entire period. It all depends on the lesson objectives and how I can make French relevant, meaningful, and engaging for the students.

I would encourage others who work in schools with limited technology capabilities to continue to try to find ways to integrate technology or to find grants to

bring the technology into the classroom. There is nothing more powerful than seeing a room full of students all engaged in the target language communicating and collaborating with their peers in the target language country.

Q: Is there a specific tool or application that you find especially useful for helping students build their proficiency in the three modes of communication (interpretive, interpersonal, or presentational)? What tools or applications do the students enjoy the most?

A: I spend a great deal of time exploring technology tools that I can integrate into my classroom. Before introducing a tool into class, I make sure that I thoroughly understand the tool and how it works. I always make sure that I am not using a tool just for the sake of using technology. It's essential that the lesson drives the technology and not the technology driving the lesson. Keeping this in mind, I have some favorite tools that I like to use in my classroom to help my students build their proficiency in the three modes of communication:

Adobe Spark - this is a great program that allows my students to create graphics, stories, or videos.

Flipgrid - This program allows my students to post video replies to topics that I post to the class. The students can also reply to each other. The students also use Flipgrid with our partner school in France.

Deck Toys - This program allows me to create a variety of activities for my students to complete related to a topic. It is designed as a maze or quest and students cannot move onto the next activity until the first activity is completed. Teachers can also incorporate videos into Deck Toys.

Book Creator - This tool allows my students to create digital storybooks. It also allows students to add their voice to the books.

Flippity - Flippity is an add-on for Google Sheets that allows educators to create a variety of engaging activities for students. My students also use this tool to create games and activities for the class.

G-Suite for Education - There are so many ways to

incorporate Google tools into the World Language classroom. Students can collaborate on Google Docs, Slides, Sheets, or Drawings. Teachers can use Google Hangouts to connect students with native speakers around the world. Using Google Cardboard and Google Expeditions, teachers and students can experience virtual field trips without leaving the classroom. Padlet - Padlet is a great tool to use for making thinking visible. Students can respond with text, images, links, videos, etc.

EdPuzzle - This tool is excellent for listening activities because instructors can embed questions throughout the video to check for comprehension.

My students absolutely love using Adobe Spark, Book Creator, and Flipgrid. I have found that even my shy students will share their voice on Flipgrid. I continue to be amazed by the projects my students create using Adobe Spark and Book Creator. The students tell me that other teachers do not use these tools, so they love having the chance to be creative and use the target language while creating their projects.

Additional Resources and Links

Skyline-Bazin Partnership

Program Description

Skyline-Bazin 2013

Google Site Partnership Homepage

Heidi's Blog

TechieTrude

Tech Article

Adobe Spark in the World Language Classroom

Tech Webinars

Digital Storytelling in the World Language Classroom

Link to Slide Deck for Webinar

Engaging Technology Tools for the World Language Classroom Webinar

Link to Slide Deck for Tech Tools Webinar

Bio:

Heidi Trude is a French teacher at Skyline High School in Front Royal, Virginia. She has ten years of experience teaching every level of French from French I through French V Honors. She created an international partnership between her school and Lycée-Bazin in Charleville-Mézières, France, to engage her students with the French language and culture. Furthermore, she possesses multiple educational technology certifications and she is a master at integrating technology meaningfully into the foreign language curriculum. She also provides technology training for the faculty at her school and she presents her innovative ideas at professional conferences such as the Foreign Language Association of Virginia (FLAVA) and the Southern Conference on Language Teaching (SCOLT). Heidi serves as the secretary and communications chair of FLAVA and is a member of the executive board of the American Association of Teachers of French (AATF) Virginia chapter. At the national level, she has created LANGtalks professional development videos for the American Council on the Teaching of Foreign Languages.



FACES OF SCOLT 2018





Leslie Baldwin, Executive Director Designee

Leslie is the World Languages Program Manager for the Winston-Salem/Forsyth County Schools in North Carolina. She is the immediate Past President of the National Association of District Supervisors of Foreign Languages (NADSFL), a past president of FLANC, and an ACTFL professional development consultant. She has been active in FLANC, SCOLT, ACTFL, and NADSFL. Prior to moving into administration, she was a Spanish teacher. She earned an M.A.Ed. from Wake Forest University and is currently an Ed.D. candidate at UNC Greensboro. Leslie will shadow David Jahner throughout this year and will assume the role of Executive Director at the end of the 2019 conference in Myrtle Beach, SC.



Want to contact a SCOLT Board member?
Click [here](#) to view our contact list. We look forward to hearing from you!

SOUTHERN CONFERENCE ON LANGUAGE TEACHING

The logo for SCOLT 2019 features the word "SCOLT" in large blue letters, with a globe icon replacing the letter "O". To the right of "SCOLT" is the year "2019" in the same blue font. Below this, the phrase "LEAVING LASTING FOOTPRINTS" is written in orange, all-caps letters. The entire graphic is framed by a light blue grid and decorated with blue footprint icons at the top and bottom.

SCOLT 2019

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Myrtle Beach • March 21-23

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JNCL-NCLIS Update

Language Advocacy Day 2018: Advocates lobby Congress for Language Education and Industry Priorities

On February 15-16, the Joint National Committee for Languages – National Council for Languages and International Studies (JNCL-NCLIS), the authority on language policy in Washington, DC, hosted its annual conference, Language Advocacy Day. Unique in the field, the event affords the opportunity for those in the language learning and language services sectors to advocate collectively to federal policymakers for better policies and regulations. Every year, JNCL-NCLIS convenes over one hundred advocates from the Language professions—educators, researchers, administrators, translators and interpreters, and more—in Washington to meet with Congress and request legislation and funding in support of language education and industry priorities.

This year's conference was attended by nearly 120 participants from 32 states and the District of Columbia. Participants conducted over 175 meetings with Congressional and Executive Branch offices, including offices from the Departments of Education and State. During their meetings, advocates made several requests to Congress:

To properly fund existing federal language programs in the Departments of Education, State, and Defense as well as initiatives in other agencies. Ensuring adequate resources for our existing programs is one of the most fundamental parts of Language Advocacy Day. It is especially important in the current political climate, as the President's FY18 and FY19 budget requests both proposed to eliminate or drastically reduce several of these programs, including Title VI/Fulbright-Hays in the Department of Education and the Educational and Cultural Exchange programs in the Department of State, such as the Congress-Bundestag Youth Exchange. Advocates requested specific funding levels for federal language programs.

To cosponsor new legislation to enhance world language education in K-12 and higher education. Currently, there are several bills before the 115th Congress that either improve existing language programs or create new ones. The foci of this year's Language Advocacy Day legislative requests were H.R. 1239 in the House and S. 2255 in the Senate. Advocates were requesting cosponsors for the bills.

H.R. 1239, the World Language Advancement and Readiness Act, would create a new program in the De-

partment of Defense for the improvement, expansion, or creation of high-quality K-12 language programs. S. 2255, the Advancing International and Foreign Language Education Act, would reauthorize Title VI of the Higher Education Act and streamline several of the currently-funded grant programs under Title VI into one new program for innovation.

To eliminate the federal government's use of Lowest-Price Technically Acceptable (LPTA) bidding model for the procurement of language services. Currently, when the Federal government procures language services, such as translation or interpreting services, it typically does so under the LPTA bidding model, which effectively treats language services as a commodity rather than a professional service by setting unrealistically low budget ceilings. This cycle incentivizes substandard business practices and has negative effects for both the employer and workforce sides of the language industry. Advocates were requesting that a formal review of LPTA contracting for language services.

Prior to attending their meetings with Congressional and Executive Branch offices, conference attendees participated in an advocacy training session and issue briefings beforehand, prepared by JNCL-NCLIS. Continuing the rate of growth of the last few years, Language Advocacy Day in 2018 set a record for the number of Congressional and Executive Branch meetings held. Moreover, 2018 featured a Thunderclap, a social media amplification tool, which sent the same, uniform post in support of language advocacy to a social reach of over 600,000. This means that the collective message delivered on February 15-16 reached a substantially larger audience than previous years, opening more doorways to influence policy in support of language priorities throughout 2018 and beyond. Language Advocacy Day 2019 will take place on February 14-15, 2019 at the Hyatt Regency Washington on Capitol Hill. Registration will open in September. About JNCL-NCLIS: The Joint National Committee for Languages is a 501(c)3 organization that develops policy recommendations for the world language education and language industry sectors. The National Council for Languages and International Studies is a 501(c)4 organization that lobbies the federal government for better policies and regulations related to world language education and the language industry. JNCL-NCLIS represent nearly 140 member organizations and the broader language community.

Celebrating our 2018 SCOLT Teacher of the Year Nominees!



NORTH CAROLINA

YOSHIMI AOYAGI

I empower my students to become the next leaders of the American-Japanese dialog through experiential learning and intercultural experiences. I promote international education by starting exchange programs for students to learn through citizen diplomacy. **Cultural understanding is essential to creating a world characterized by peace and harmony**, and I am proud to support the intellectual growth of young people. By teaching at the high school level, I get to play a small role in helping students discover transformative experiences for themselves. As long as I can, I will continue to find opportunities to shape and improve the lives of my students.



ALABAMA

JENNIFER BRUNI

Personally, I find great value in offering enrichment and opening treasures only available to those who are willing to seek and explore. **My mission is to show my students how vast the world is, and how far they can go with open eyes, minds, and hearts.** Creating a unique environment that opens the world to all, regardless of privilege, I must make language learning exciting and accessible. I must also allow for self discovery, to provide a safe place to try and to make mistakes, and [ultimately] breed kindness, respect, and consideration.



TENNESSEE

KURSTIN BUSH

Learning another language has meant the joy of discovery: discovering the French Riviera through a French language course; what it means to be literate reading works of literature in the original version; finding an outlying Biergarten near Munich while riding along a bike path. **Learning a language has meant the joy of succeeding in reaching a goal that many people never attain**, simply because I kept at it. Learning another language means having a broader perspective about the complexities of life. After all, it is the capacity for symbolic language that is arguably what defines us as human.



WEST VIRGINIA

LEAH DEVINE

Teaching Spanish I have the opportunity to share my passion and help rural Appalachian students to become conscientious global citizens. I see evidence that proves language study opens minds. **I love when students consider new views and realize there may be more than one correct answer or way to solve a problem.** Students gain confidence as they set and reach proficiency goals. Online language courses provide a platform for computer literacy and netiquette. Teaching in my home state, my dreams of traveling the world have led to desires to bring the world to my students, to help them recognize their unique place in the world, and to actualize their own dreams and passions. Language learning provides a path to success that can better us all.



GEORGIA

LESA HOWELL

Electives such as World Languages are often squeezed into a student's schedule as another thing to check off a list after the core courses. **I believe the ability to understand, speak, read and write other languages is no longer a luxury but a necessary competency for economic success and national security.** My students will spend less than 300 hours in two years of classroom instruction in the two years that are required for admission to most colleges and universities. I have to help them build a foundation, and a thirst for learning, as well as see the need for continued study. A great deal of my job is public relations as I try to convince them that this language is not just an elective, but also a lifestyle.



KENTUCKY

CHRISTINE HUTCHINS

We cannot disconnect from our subject, even when we want to. A language is a living, breathing thing, and just because we leave the classroom, when we go out into the community there will be chances to use it.

Always remember what first motivated you to learn this language and culture you are so passionate about.

You are the conduit that will open the way for your students, soaking up information, and they want a real person to connect with - not an app - and through you they can capture the spirit, and the blood, sweat, and tears of your passion.



SOUTH CAROLINA

JENNIFER RESCHLY

By teaching in a small rural high school, similar to the demographic of my own, I am able to witness again the transformation and appreciation that a world language class provides students, who often have no knowledge of other cultures outside of clichés. **Studying another language and culture helps them in the process of self-discovery and expands their self-image**, using language as a bridge towards social justice and equality, and it is my privilege to be a facilitator in that journey. The more students learn about “the other,” the more they can appreciate diversity and become more invested in making a difference.



MISSISSIPPI

LUCY SOLANO

I work with students from diverse walks of life and varying degrees of ability. I am a committed and dedicated teacher who teaches, motivates, and facilitates students to reach their maximum performance through the encouragement of a positive and highly energetic classroom environment. **I consider my greatest strength to be my ability to motivate students to try to understand and respect the cultural differences of individuals, families, and communities.** I stress the importance of tolerance and respect of the other culture and that of my students’ own even when their points of view may not be in sync.



VIRGINIA

HEIDI TRUDE

I know the purpose of my French class is not for my students to memorize all the forms of the verb être by the end of the year, to memorize all the francophone countries, or to identify all the colors; it is much more than that. **My job as a teacher is to give the students the tools they need to communicate with each other and connect in a positive way in the target language with our world today.** I challenge my students to see themselves as global citizens and understand that they are more connected than ever to the world in which they live. If students walk out of my classroom and have a better awareness of who they are as global citizens of this world and have the tools to make positive connections in a second language, then my teaching has been a success.



HUA ZHANG

In middle school I first began to understand the amazing complexity of language, initially through exposure to English, and then to French and German... **Language is a gift for all human beings.** To create an audio and visual context is critically important to develop meaning of vocabulary for a tonal language like Chinese. In addition, the advances in technology have brought language teachers to a transformational age to embrace technology-based teaching methodologies, which have made learning activities and acquisition happen literally anywhere.



CONGRATULATIONS!

Looking to be inspired?

Click [here](#) to listen to our 2018 SCOLT Teacher of the Year nominees give advice to new language teachers.

This feature was a highlight of the Opening General Session in Atlanta.

Plan to be inspired again in 2019 when we introduce next year's Teachers of the Year!

Silent Auction Funds Can Bring PD to Your District!

Our annual silent auction at the conference raised \$1200 this year. These funds are added to the pot available for sending our State Teachers of the Year to schools and school districts which may not otherwise have World Language in-service opportunities.

Click [here](#) for more information.

Watch for the e-mails, postings and tweets about our auction next year and support this effort in Myrtle Beach!

FACES OF SCOLT 2018





DIMENSION

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MANUSCRIPTS IN DIMENSION 2018

1	Stacey Margarita Johnson Vanderbilt University	<i>An Interview with Terry A. Osborne</i>
2	Cassandra Glynn Concordia College Beth Wassell Rowan University	<i>Who Gets to Play? Issues of Access and Social Justice in World Language Study in the U.S.</i>
3	Stephanie M. Knouse Furman University	<i>High-Impact Practices in a Hispanic Linguistics Course: Facilitating Lessons about Linguistic Diversity and Advocacy</i>
4	James Coda University of Georgia	<i>Disrupting Standard Practice: Queering the World Language Classroom</i>
5	Britta Meredith University of Connecticut Mareike Geyer University of Connecticut Manuela Wagner University of Connecticut	<i>Social Justice in Beginning Language Instruction: Interpreting Fairy Tales</i>
6	Karina Elizabeth Vázquez University of Richmond Martha Wright University of Richmond	<i>Making Visible the Invisible: Social Justice and Inclusion through the Collaboration of Museums and Spanish Community-Based Learning Projects</i>
7	Begoña Caballero-García Wofford College	<i>Promoting Social Justice through 21st Century Skills: Thematic Units in the Language Classroom</i>

2019 CALL FOR PAPERS

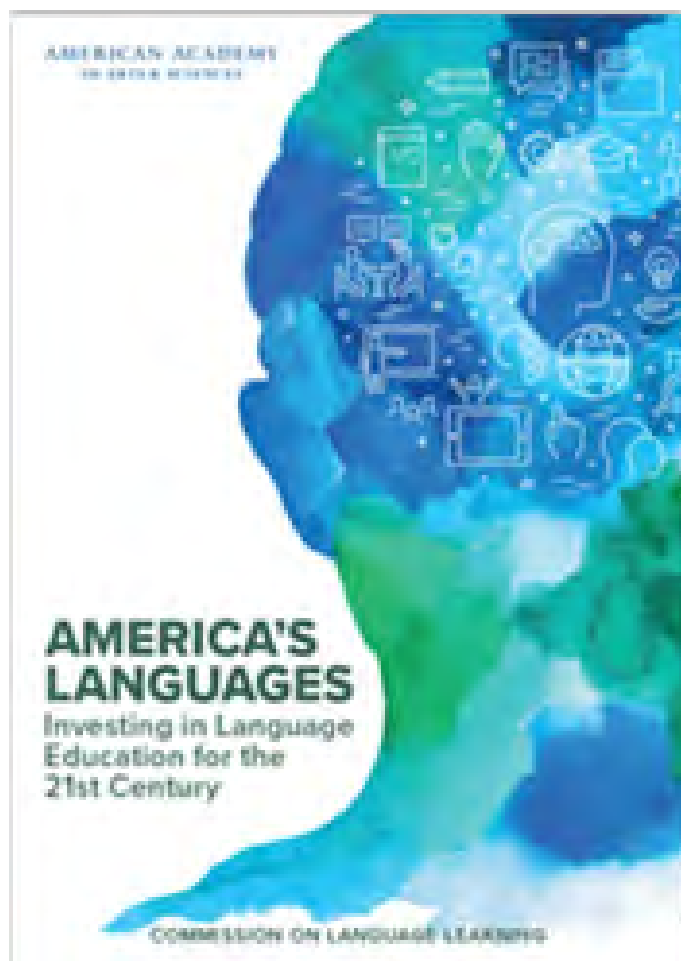
Dimension is the official refereed journal of SCOLT. The journal seeks to serve the professional interests of language instructors and researchers across a range of contexts and is dedicated to the advancement of the teaching and learning of world languages, particularly languages other than English.

The journal welcomes manuscripts that document the effectiveness of teaching strategies or address a wide variety of emerging issues of interest within the profession. Submissions that report empirical research and that have clear and significant implications for language teaching and learning will be prioritized, as will submissions received by the July 1st, 2018 deadline.

Submissions guidelines can be found at: <http://www.scolt.org/index.php/publications/dimension>

For additional information on manuscript submission or the publication process, please contact the Editor, Paula Garrett-Rucks at prucks@gsu.edu or *SCOLT*. Dimension@gmail.com.

Click here to view *Dimension* 2018!



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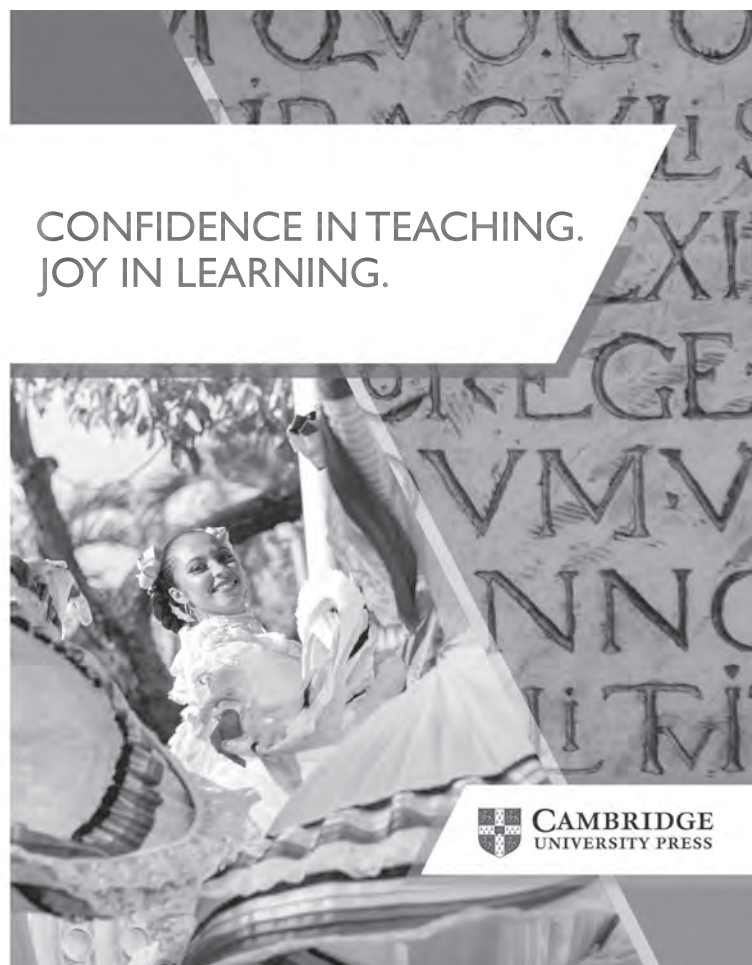
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FACES OF SCOLT 2018





2019 SCOLT PROGRAM COVER CONTEST

1. Student must be enrolled in a foreign language class during the 2018-2019 academic year. The sponsoring foreign language teacher must be a current member of his/her respective state association with dues paid for 2018.
2. A teacher may submit a maximum of **THREE (3)** drawings per category. The three categories/divisions are: grades (1) 3-5, (2) 6-8, and (3) 9-12. If a teacher works at multiple schools, s/he may submit one entry per school, or three entries total per category.
3. Each drawing must be created by only one student; a drawing by multiple students will not be considered.
4. All entries must be 8 ½" X 11" in size and prepared on a white background. Surface must be flat with no moving parts or additions. Please use cardstock.
5. The design should use a maximum of four colors (this includes black and white). May be done in markers (preferred) or paint. Please do not use charcoal, glitter, or tape on front of the drawing.
6. Only **ORIGINAL** artwork may be submitted. No copyrighted figures or photocopied designs may be used.
7. The theme, *Leaving Lasting Footprints*, must appear on the front of the postcard (exact wording); others words are permitted in any language.
8. **ONE DRAWING** will be selected as the 2019 SCOLT Program Cover of the Year. Artist will receive a check of \$50 and sponsoring teacher will receive a one year complimentary SCOLT Sponsor/Patron membership.
9. In addition to being mailed to the address below, each individual drawing **MUST** also be submitted in PDF

and be accompanied by the SCOLT Student Information Form. PLEASE TYPE all information. E-mail pdf files to meredith.ellen.white@gmail.com

10. Artwork will be judged on creativity, originality, neatness, and visual impact.

11. All entries will become the property of SCOLT and will not be returned to the student.

12. The winning entry will be on display on the SCOLT website and other venues such as SCOLT's Facebook page.

13. All participants will receive a certificate of participation (will be sent electronically).

14. **Entry deadline: November 9, 2018.** Entries must be postmarked by this date. Late entries will not be considered for judging.

15. Photo images of the artwork should be taken before submission of the entries, as entries become property of SCOLT and will not be returned. Permission to use artwork and the name of the school and of the student is granted with submission of the entry.

16. Mail artwork first class, FLAT, not rolled or folded and protected by cardboard. Remember to attach the SCOLT Student Information Form (typed) to the back of the student's artwork with double-sided tape on all four sides of the form; do not staple the form to the drawing.

17. Mail directly to Meredith White, SCOLT Program Director, 2080 Waters Ferry Drive, Lawrenceville, GA 30043

18. Teacher of winning student will be notified by December 21, 2018.

Visit the SCOLT Current Conference page to download these guidelines and submission form.



2018 Program Cover Contest Winning Design

by Abby Byrd, Spain Park High School, Hoover, AL Teacher: Brandon Cole



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Stay Connected Around the SCOLT Region

SCOLT: This year's conference will be hosted in Myrtle Beach, NC, March 21-23, 2019. Web · Facebook · Twitter

AWLA: Alabama's annual conference will be held February 15-16, 2019 in Montevallo, at the University of Montevallo near Birmingham. Web · Facebook · Twitter

AFLTA: The Arkansas Foreign Language Teachers Association... Web · Facebook

FFLA: Florida's conference will be held in Orlando at the Wyndham Orlando Resort, October 18-20, 2018. Web · Facebook · Twitter

FLAG: Georgia's 2019 conference will be held in Augusta, March 8-9, 2019. Web · Facebook · Twitter

KWLA: Kentucky's 2019 conference will be held in Lexington, September 21-22, 2018. Web · Facebook

LFLTA: Louisiana's 2019 conference will be held joint with ACTFL in New Orleans in November 2018. Web · Facebook · Twitter

MFLA: Mississippi Foreign Language Association: Web · Facebook · Twitter · Google

FLANC: North Carolina will hold its' annual conference in Durham, October 19-20, 2018. Web · Facebook

SCFLTA: South Carolina's conference will be joint with SCOLT in Myrtle Beach, March 21-23, 2019. Web · Twitter

TFLTA: Tennessee will hold their conference November 2-3, 2018 at the Franklin Marriott Cool Springs in Franklin, Tennessee. Web · Facebook · Twitter

TFLA: Texas will hold a summer Institute July 23-25, 2018 at Texas State University in San Marcos. Web · Facebook

FLAVA: Virginia will hold their fall conference at the DoubleTree Hotel and Conference Center in Williamsburg, October 4-6, 2018. Web · Twitter

WVFLTA: West Virginia Foreign Language Teachers Association will hold its' conference at the Advanced Technology Center of Bridge Valley Community and Technical college in South Charleston, WV on October 19-20, 2018. Web · Twitter

