



SCOLTalk

The newsletter of the
Southern Conference on Language Teaching

Volume 51

May 2020

Greetings from the SCOLT President

I bend, but do not break. - Jean de la Fontaine

This line from Jean de la Fontaine's "The Oak and the Reed" comes to mind as we take stock of the current circumstances of both our professional and personal lives. I can think of no other moment when we have been asked to demonstrate so much flexibility in our work. Like the reed in La Fontaine's fable, I applaud your resilience, fortitude, and empathy as we press forward without breaking.

As is tradition for the President's Message each Spring, the SCOLT President would normally thank all of those who contributed to our Spring Conference through their attendance, presentations, and hard work. Instead, I want to commend you for your understanding and compassion in light of the cancellation of the Annual SCOLT Conference which had been planned for March 26-28 in Mobile,

Alabama. To all who had planned to attend, to present, to exhibit, or to volunteer, the SCOLT Board invites you to join us in Atlanta on March 18-20, 2021 for our next conference so that we can reunite in celebration of what it means to simply be in the presence of those who share a common interest. I would like to thank the SCOLT Board, both current and previous members, along with our partner organizations, the Southeastern Association for Language Learning Technology (SEALLT) and the Alabama World Languages Association (AWLA), all of whom devoted considerable effort toward planning the SCOLT 2020 Conference. Through their efforts, we were poised to offer a world-class experience to the approximately 400 attendees. Of note, we acknowledge the incredible work and negotiation skills of Dr. Leslie Baldwin, SCOLT's Executive Director, who quickly took action to address the monumental task of cancelling a national conference with great aplomb during this her first year as Executive Director. We also acknowledge the significant contributions of and say "Au revoir" to outgoing Board members Carolyn Wright, Lee Burson, and Thomas Soth. The SCOLT region has benefited tremendously from your service, and we are a stronger, higher quality conference as a result. And on a personal note, I would like to thank my friend and



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long-time colleague Carmen Scoggins who has served SCOLT for the past two years as President. We're sorry that you were not able to preside over a conference this year, but we recognize and applaud your work behind the scenes.

While the 2020 Conference did not take place, SCOLT continued to move ahead with an eye on both the present and the future. We welcomed new SCOLT Board members Dr. Krista Chambliss (President-elect), Albert Fernandez, and Lisa Worthington-Groce, and we upheld the tradition of interviewing Teacher of the Year (TOY) Candidates from around the region. We are honored to recognize Japanese teacher Elena Kamenetzy from Louisville, Kentucky as the SCOLT 2020 Teacher of the Year! Congratulations, Elena! You will have many supporters in the audience when you compete for the title of National Teacher of the Year at the ACTFL 2020 Conference in San Antonio.

SCOLT also continued the tradition of recognizing excellence throughout the region through a number of awards and scholarships. SCOLT recognizes leaders through three annual awards. Travel scholarships are made possible through various educational travel partners. And finally, in its second year, we were proud to recognize the achievement and aspirations of an outstanding high school student through the Ken Stewart Future Educator Scholarship. See more information about our award and scholarship recipients in this newsletter.

As we continue to navigate the uncertainties brought about by the current pandemic, we hope that you seek out opportunities to maintain your passion for language through colleagues and organizations like SCOLT. Though there are many unknowns, I can assure you that SCOLT will be here to champion excellence in second language teaching and learning. The SCOLT Board has already begun planning next year's conference on March 18-20, 2021, to be held in Atlanta, Georgia at the Renaissance Concourse Atlanta Airport Hotel. We are proud to partner with the Foreign Language Association of Georgia (FLAG) and SEALLT to bring you an event where we can explore, share, collaborate, and discuss "Language Through an Unfiltered Lens." The Call for Proposals is now open through September 1, 2020 and can be completed online at bit.ly/SCOLT2021. We also invite you to "like" the SCOLT Facebook page as a tool for receiving updates throughout the year! Search for the page "Southern Conference on Language Teaching."

I wish you all good health, happiness, and some time for relaxation and rejuvenation this summer. We look forward to seeing you in Atlanta, Georgia on March 18-20, 2021. Until then,

Be observant.
Be well.
Be good to one another.

Bobby Hobgood, Ed.D.
SCOLT President 2020-2022

Thank you for your service! Outgoing board members:

Thomas Soth, Past President
Lee Burson, Awards Director
Carolyn Wright, Scholarships Director



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[Click here to connect with your SCOLT Board of Directors.](#)

Why become a SCOLT Sponsor / Patron?

So, what makes SCOLT different than a state association? One major difference is that we don't have membership in the traditional sense of the word - all world language teachers who teach in the SCOLT region are part of the SCOLT family. Sponsors and Patrons are those educators and others who contribute annually to the association. These contributions help to offset ongoing routine expenses as well as enable our region's voice to be heard at national events such as JNCL and ACTFL. Here are some additional benefits of being a SCOLT Sponsor/Patron:

- reduced registration fee for annual SCOLT conferences
- eligibility for nomination for election to the Board of Directors
- listing for you and your state or organization as a Sponsor/Patron in the annual conference program
- voting privileges in the election of members of the Board of Directors
- participation in the Sponsors and Patrons meeting and reception at the annual conference
- having your voice heard at the regional level
- supporting professional development and advocacy initiatives in the region
- connecting with other language educators and leaders in the region.

Want to become a SCOLT Sponsor or Patron? Just click the sponsor/patron button when you register to attend the SCOLT conference. We look forward to seeing you next March in Atlanta!

SCOLT Board Welcomes New Members

New President-Elect, Dr. Krista Chambless

Krista is a native of Alabama and a proud graduate of the University of Alabama. She received her PhD in 2003. She has taught at every level P-K -Graduate school) and loved each experience. She currently teaches at the University of Alabama at Birmingham where she coordinates the elementary Spanish program. Additionally, she teaches world language methods courses for the UAB School of Education. Krista has served as president of the Alabama World Languages Association is the current Professional Development director. She coordinates workshops for teachers throughout the state. She also served on the SCOLT board from 2015-2019 as exhibits coordinator. Additionally, she has served on several ACTFL committees. Krista has a passion for all things language and teaching and loves to exchange ideas with other educators.



Aside from teaching, Krista loves to travel, read and spend time with friends. Her absolute favorite activity is spending time with her family (especially her grandson!) and going to Alabama football games with them. Roll Tide!

New Board Member, Albert Fernandez

Albert is an elementary and middle school Spanish teacher at St. Mary Magdalen Catholic School in Altamonte Springs, Florida. Albert has B.A.s in Spanish and History from the University of Central Florida and a MAT in Foreign Language Education from the University of South Florida. In addition to SCOLT, Albert is a member of FFLA, NNELL, and ACTFL and has given webinars and conference presentations at SCOLT, NNELL, and ACTFL.



New Board Member, Lisa Worthington-Groce

Lisa Worthington-Groce is a National Board Certified teacher of German and French at Northwest Guilford High School in Greensboro, NC. Lisa was named a 2020 ACTFL Teacher of the Year finalist, 2019 SCOLT TOY, and 2018 FLANC TOY. She also received the 2018 Outstanding German Educator Award, the highest honor bestowed by the AATG. In addition to her role on the SCOLT Board, Lisa currently serves as the Allied Organizations Liaison on the FLANC Board, a National German Exam writing committee member, and as an AP German Exam Reader.



Faces of SCOLT



An Interview with Leslie Baldwin, Author of the Updated Keys to the Classroom for New Language Teachers

Interview with Dr. Leslie Baldwin, author of the second edition of *The Keys to the Classroom: A Basic Manual to Help New Language Teachers Find Their Way* (the Keys Series Book 1)

A concise "go to" guide for new language educators that provides basic practical information, suggestions, and templates, without going into the detail found in a more comprehensive methods textbook. Since the publication of the first edition in 2007, concepts of planning, instruction, and grading have evolved, proficiency-based NCSSFL-ACTFL Can-Do Statements have been created, and, of course, the available tools and resources have changed a great deal. When this text was originally published, overhead projectors were common in classrooms, students rarely had their own cell phones, and social media were still relatively new. Today the instructional environment is different, as are the tools and resources available to teachers.

Amid all the ways in which teaching has changed, much remains the same. Learners still need to be meaningfully engaged with the language. Educators must plan opportunities for learning that are relevant for learners. Students must believe that teachers care for them as individuals. Language and intercultural skills are increasingly important in our global society. Teaching is difficult, and educators new to the profession need support and guidance.

New teachers must learn a great deal, regardless of the amount of preparation they need before entering the classroom. This second edition of *The Keys to the Classroom* captures the changes and additions that meet the needs of language educators in today's rapidly changing environment.

Q: Tell us a little bit about yourself. What is your educational background and your current professional position?

A: I am the World Languages Program Manager for the Winston-Salem/Forsyth County Schools in North Carolina. I have been the district coordinator for 16 years and was a Spanish teacher prior to this role. I earned a B.A. in Education at UNC Chapel Hill, an MAEd. at Wake Forest University, and completed my Ed.D. at UNC Greensboro. My undergraduate and graduate work related to world language education was with Dr. Audrey Heining-Boynton and Dr. Mary Lynn Redmond, both past presidents of ACTFL and well known in our field, so I was raised well professionally! In addition to my role as Executive Director of SCOLT, I am a past president of both FLANC (Foreign Language Association of NC) and NADSFL (National Association of District

Supervisors of Foreign Languages), and I do some consulting work when possible.

Q: The Teacher Keys series has made a significant impact on the field. How did you get involved in this book project?

A: I had used the original Keys handbook since it was published, providing it for new language teachers and using it as a basis for discussion and professional development. Over time however, some parts became outdated, and I began to see the need for a revision. This was no fault of Paula Patrick, the original author, as she did a wonderful job! But some things had simply changed over time and needed attention. Since the original text was published, there were many changes in the types of technology and digital resources available to teachers and students, the National Standards were revised, the NCSSFL-ACTFL Can-Do Statements were published and revised, the TELL Framework was produced—looking back it was amazing just how much had changed and needed to be addressed. I approached Paul Sandroock and asked if there was an updated version or revision planned. After some time and discussion, including Paul confirming that Paula was not interested in writing the updated version, but was happy for it to be revised, he asked me if I was interested in working on the revised version. As I am passionate about working with teachers to help them improve their practice, and especially about supporting new teachers in the profession, I was excited to take on the project.

Q: This is the second edition of the book, what new content did you add and what type of content did you remove? How did you make these decisions?

A: Paula wrote an extremely helpful text originally. I did much more rearranging and adding than I did removing. However, as I mentioned, there were many updates to be made. The first thing I did was remove all references to overhead projectors. That was all relevant when the book was first written—I had one when I was in the classroom and it's what we all used in my first years as a district supervisor—but tools and resources have changed a great deal since then. Other simple things dealt with terminology, changing "student" in some instances to "learner," and "foreign language" to "world language," or at times, simply "language." Things like that were the "low hanging fruit," so to speak. As so many new teachers now come through alternative licensure pathways and may not have experienced a pedagogy course, I added basic information about proficiency levels, modes of communication, and backward

design. I added content about working with digital resources and tools, as well as standards-based grading. I also included new content regarding ACTFL's 6 Core Practices, the Can-Do Statements, the TELL Framework, and how these tools could be useful for teachers. There are now boxes throughout the text that guide the new teacher to ask a question of peers or a mentor, or give them a key idea to consider. Many of the templates and examples are the same, but I also replaced several and added some that teachers with whom I work have found useful. I consulted several of the teachers with whom I work and used pictures from their classrooms as examples as well as other examples they provided, such as parent letters and emergency sub plans. If educators are familiar with the original text, they will find much of that content in the revised version; however, they will find it rearranged, and with a great deal more content added to it.

Q: How can this book help new teachers become effective language educators?

A: This book is a basic handbook for new language teachers. It provides key information for educators early in their career with regard to planning, assessment, instruction, and interactions with students and parents. It is user-friendly, practical, and approachable. Some of the content is applicable for anyone new to education, regardless of the content area, such as the concept of backward design, effective integration of digital resources, and how to (and not to) use social media with students. Other content is specific to languages, such as maintaining target language use in the classroom and the use of modes of communication in planning and instruction. The book provides an introduction to the foundation of our pedagogy and standards, and includes examples teachers can use. If educators are not familiar with some of the key concepts and content, then they will need to seek professional development or do some research to learn more, but it offers a sound basis with which to start.

Q: In what ways can others—such as experienced teachers, mentor and student teachers, department heads, and university methods instructors—use this book?

A: Anyone working with new language educators could use this book as resource for discussion or professional development. It could be the basis for a book study, a tool for use throughout the year, or a gift and resource during new teacher orientation. Pre-service teachers would be able to connect much of the text to concepts described in more depth in their methods textbooks and could use it as they begin their careers.

Q: Is there anything else that you would like to add?

A: I wrote this revised text based on my experience working with new language teachers over the years. Sometimes they come from an education program with a good background in language pedagogy and that is extremely helpful. However, increasingly, our teachers come through alternate routes and have to begin teaching before they have had any preparation for the classroom. I revised and added to the original text to include basic premises and concepts that new language teachers need to understand, regardless of their background in education. I worked to make it relevant and practical for educators. I incorporated feedback from teachers and other colleagues on various topics. While it was a somewhat difficult task, I truly enjoyed working on this book. I hope others will find it to be a helpful resource.

Article submitted by Victoria Russell, SCOLT Board Member and SCOLTalk Co-Editor



Purchase a copy today at the ACTFL store:
<https://www.actfl.org/publications/all>

2020 Ken Stewart Future Educator Scholarship Winner

Virginia Jackson
Starr's Mill High School, Fayetteville, GA

Teachers: Madeline Rodríguez and Laura Alldredge
Virginia plans to attend the University of Georgia (Athens) in the fall where she will pursue a degree in Spanish and Secondary Education. At UGA, she will be living in the language dorm to practice her language skills; she also plans to study abroad in Costa Rica while in college. In her own words, Virginia states that the effective “teacher does not make everything easy and knows that challenges help the students learn better. I do not want to just challenge my students; I want to challenge myself as well.”

Virginia has placed first in the state of Georgia for the last three years on the National Spanish Exam and is currently enrolled in AP Spanish Language & Culture. Her former Spanish teacher, Laura Alldredge, added “she inspired me to learn new words, to research grammar rules, and to question why we say things the way we do in Spanish. There were many times that Virginia knew a word that I didn’t, simply because of her inquisitiveness.”

The SCOLT Board will like to thank Ken Stewart for his generosity in making this scholarship possible and for supporting the future of language education in the United States.



Voices of SCOLT

Did you know that SCOLT has a blog? It's on our new website which you can find at <https://www.scolt.org/blog>

We have a couple of new postings along with still very relevant articles from the fabulous Carmen Scoggins, Past President of SCOLT and 2008 SCOLT Teacher of the Year, and Heidi Trude, current board member and 2018 SCOLT Teacher of the Year.

Our newest postings come from Alabama World Languages Teacher of the Year, Chrissy Roe, and Elena Kamenetzky, Kentucky World Languages Teacher of the Year and SCOLT Teacher of the Year. Check them out!

SCOLT 2021 CALL FOR PROPOSALS

Proposal window: April 1 – September 1, 2020

Submit your session proposal at www.scolt.org

Conference Dates: March 18-20, 2021

Renaissance Concourse Atlanta Airport Hotel

Atlanta, GA

Theme: Language Through an Unfiltered Lens

Update from 2019 Ken Stewart Scholarship Winner, William Roebuck

I would first like to say how greatly appreciative I am of Mr. Stewart, SCOLT, and ACTFL for receiving this scholarship. If I did not receive this scholarship, I would not have been able to travel to Europe this summer. I got to spend my summer immersing myself in multiple areas of German language and culture. Not only did I get to visit Germany, but I also got to spend time in Switzerland and Austria and experience the differences between these dialects of the German language first hand. That trip allowed me to not only gain insightful experiences, but also to reaffirm my love for foreign language learning as well as further instill my desire to teach. My dream is to one day be able to provide similar experiences for my students in the form of exchange programs in order to expose them to the wonders of learning and utilizing a foreign language on a deeper, more personable level.

To sum up my first semester and a half at College of Charleston, I have had the amazing opportunity to serve as a cohort representative for the Freshman class of the Teaching Fellows program at CofC. I am thoroughly enjoying my German coursework and am currently planning to study abroad during the Spring semester of 2021 in Tübingen, Germany at Universität Tübingen.

Attached is a photo taken after hiking a mountain in Grindelwald, Switzerland.
(Don't worry, it wasn't too cold:))



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Resources for Enacting Effective Online or Remote Language Instruction

By Dr. Victoria Russell, SCOLT Board Member and SCOLTalk Co-Editor

Due to the current global pandemic, language educators around the world are currently engaged in remote teaching, but many of them did not have sufficient time, support, and/or professional development in online language design, development, and delivery to do so effectively. Remote teaching is similar to online teaching in that both can be delivered through the use of technology, such as videoconferencing platforms and/or learning management systems. However, the main difference between online and remote teaching is that online courses have the benefit of being designed and developed in advance—with dedicated structure and supports in place—while remote teaching occurs during emergencies when instructors and students are not accustomed to using technology for the delivery of instruction. When access to technology and/or the Internet is absent, remote learning can even take place by mail, with teachers mailing instructional materials and activities to their students.

Given that most universities and K-12 school systems were largely unprepared for the transition to remote teaching that occurred due to COVID-19, many educators are currently operating in a triage mode—attending to only the most important learning goals and providing instruction through whatever tools and resources to which they and their students have access. While remote teaching is not ideal, it does allow teachers and students to stay connected and engaged so that students do not fall too far behind.

At present, it is impossible to know how long the school closures will last. Moreover, if schools do reopen in the fall, then they may be forced to close again if outbreaks or flare-ups of COVID-19 recur. Therefore, instructors should consider engaging in online professional development in online language pedagogy over the summer months in order to be more prepared for remote or online teaching in the future. There are a number of open access resources available, including online learning modules in online language design, development, and delivery that were created by the American Council on the Teaching of Foreign Languages (ACTFL) Distance Learning (DL) Special Interest Group (SIG), the National Foreign Language Resource Center (NFLRC), and the Basic Online Language Design and Development Collaboratory (BOLDD). These open access, self-paced modules are delivered through the TED-Ed platform and they consist of a video lecture given by an expert or panel of experts, a multiple choice self-administered quiz, discussion questions, and additional resources or readings to explore. Language educators may complete the TED-Ed lessons on their own, or they may complete them under the guidance of a mentor as part of ACTFL's online mentoring program.

Online lessons are available on the following topics from the NFLRC: 1) Introduction to Online Language Teaching, (2) Designing Interaction for Online Language Learning, (3) Materials Development for Online Language Courses, (4) Assessment in Online Language Courses, and (5) Selecting and Adapting Materials for Online Language Learning and Teaching.

The ACTFL DL SIG / NFLRC Mentoring Program for Online Language Teachers was designed to help language teachers who are new or less experienced in the online teaching environment gain the knowledge, skills, and dispositions that they need to become effective online language educators. With this program, mentees are paired with a mentor who has three or more years of experience teaching language online. Mentors and mentees may elect to participate for one semester or for a full academic year, depending upon their professional development needs. For the full year program, the mentee will complete 18 online lessons and have eight interactions with the mentor; and for the half-year program, the mentee will complete nine online lessons and have five interactions with the mentor. For either program length, two of the interactions with the mentor must be synchronous (e.g., a phone call or video conference). At the end of the program, the mentor will complete a checklist—noting whether the mentee completed the required tasks and activities. Upon program completion, ACTFL will then award a badge to both the mentor and the mentee. Any member of ACTFL may participate in the mentoring program free of charge. For details on how to apply as a mentor or mentee, please see the links that are listed below or visit ACTFL's website. Applications for the mentoring program are currently open and will close on June 30, 2020.

Whether language educators elect to participate in ACTFL's mentoring program or to explore the mentoring resources on their own, there is a wealth of information available to them in the links on the following page on how to design, develop, and deliver effective remote or online language teaching.



Resources for Learning Online Language Pedagogy

How to Join an ACTFL Mentoring Program:

<https://www.actfl.org/professional-development/career-resources/mentoring-program>

ACTFL DL SIG / NFLRC Mentoring Program for Online Language Teachers (Program Overview/Description):

<http://nflrc.hawaii.edu/events/view/106/>

Resources for the ACTFL DL SIG / NFLRC Mentoring Program for Online Language Teachers:

So, You Want to Start Teaching Online (Kathryn Murphy-Judy & Jennifer Dobberfuhl Quinlan):

<https://ed.ted.com/on/qV7jZLPR>

Introduction to ADDIE (Christopher Hromalik & Jennifer Dobberfuhl Quinlan):

<https://ed.ted.com/on/OPGnc6tW>

Nuts and Bolts of ADDIE and Backward Design (Christopher Hromalik & Jennifer Dobberfuhl Quinlan):

<https://ed.ted.com/on/CMue9ndH>

Building Your Core (Victoria Russell & Pete Swanson):

<https://ed.ted.com/on/QRwg9OVJ>

Establishing Presence in Online Courses (Laura Hanley & Jennifer Dobberfuhl Quinlan):

<https://ed.ted.com/on/Ihu10mzY>

Project-Based Language Learning (Stephen Tschudi):

<https://ed.ted.com/on/fAujBZhn/>

Integrating Language and Culture Instruction Online (Kelly Davidson Devall & Marie Bertola):

<https://ed.ted.com/on/z1CGNB16>

Learner Orientation and Success for Online Language Learning (Adolfo Carrillo Cabello, Kathryn Murphy-Judy, & Victoria Russell):

<https://ed.ted.com/on/QeqYLJdb>

Online Language Program Evaluation (Jennifer Dobberfuhl Quinlan & Christopher Hromalik):

<https://ed.ted.com/on/irINusPs>

Accessibility in Online Courses (Beatriz Potter):

<https://ed.ted.com/on/9nAjz1Gh>

Assessment in Online Courses (Adolfo Carrillo Cabello & Ruslan Suvorov)

<https://ed.ted.com/on/v5zNZNVV>

Additional Resources from the National Foreign Language Resource Center:

<http://nflrc.hawaii.edu/events/view/105/>



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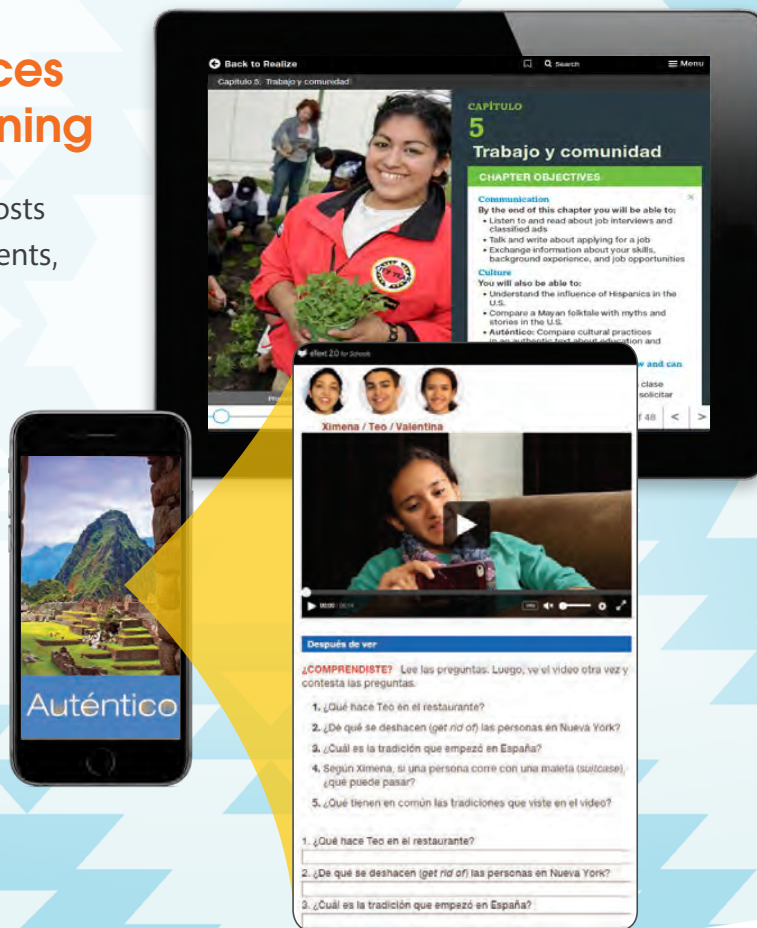
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FACES OF SCOLT - RETRO EDITION



JNCL 2020

I was proud to represent SCOLT at the Joint National Committee for Languages (JNCL) Advocacy Days in Washington DC, February 6-7, 2020. Joining me this year for NC congressional visits were Helga Fasciano, representing FLANC, Ana Velasquez, and L.J. Randolph.

As we are all from North Carolina, Helga, Ana, L.J., and I visited the offices of NC Senators Burr and Tillis, as well as our individual Representatives in the House. We advocated for several bills:

- World Language Advancement and Readiness Act (WLARA)
 - Bill has passed, but now needs to be funded
- The Biliteracy Education Seal and Teaching Act (BEST)
 - Would provide 2 year grants for states to implement or improve current Seal of Biliteracy programs
- Supporting Young Learners' Access to Bilingual Education Act (SYLLABLE)
 - Asking for co-sponsors in the House and a companion bill in the Senate
- America's Languages Caucus
 - Asking members of Congress to join

You can take part in advocacy at the national level too! Ask your US Senators and Representatives to support the bills mentioned above. Also, make sure you have visited ACTFL's ["Take Action" advocacy page](#). There you can send a message to Congress on a current issue in less than 2 minutes!

In addition to the Hill visits, SCOLT contributed to a congressional briefing, "Advocating for America's Languages," by providing a ["one-pager"](#) for the [briefing book](#). This event and resource helps inform congressional members of the impact of legislation and funding on language programs.

It is always exciting to participate in the JNCL Advocacy Days and Delegate Assembly. To stay informed, go to www.languagepolicy.org and sign up for the email newsletter!

Respectfully submitted,
Leslie Baldwin, Ed.D.
SCOLT Executive Director



SCOLT 2020 Award Recipients

Founders Award winner: June Carter

The SCOLT Board of Directors presented the Founders Award to Dr. June Carter, of the University of South Carolina Upstate. This award is for 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.

Dr. Carter said “I am indeed honored and humbled to receive the 2020 Founders Award and am happy to join previous recipients of this distinguished award. It is hard to believe that twenty-five years have passed since I accepted a teaching position at the University of South Carolina Upstate. Having moved to South Carolina from Texas, a state very active in foreign language education, I was eager to get involved in foreign language advocacy and curriculum initiatives. It was through my SCFLTA colleagues that I learned about SCOLT and was encouraged to become a member. I can recall the first SCOLT conference I attended, where I met a friendly and hardworking group of educators. What most impressed me about SCOLT was its support of language educators, its advocacy efforts in world language study here and abroad, and its collaborative efforts on all levels of instruction.”

SCOLT congratulates Dr. Carter for this award and thanks her for her tireless efforts to promote world languages in the southeastern United States.



SOUTHERN CONFERENCE ON LANGUAGE TEACHING

SCOLT21

Language Through an Unfiltered Lens

18-20 MARCH 2021 | ATLANTA GA

Renaissance Concourse Atlanta Airport Hotel

for more information, visit scolt.org

SCOLT 2020 Award Recipients

Educator of Excellence Award winner: Kelly Moser

The SCOLT Board of Directors is proud to announce Dr. Kelly Moser as the recipient of the 2020 SCOLT Educator of Excellence award. Dr. Moser is an Assistant Professor at Mississippi State University's Department of Classical & Modern Languages and Literatures. In addition to her numerous publications, papers, workshops, service to the community, and awards, she was also a recipient of "Educating Migrant Children in Mississippi," a US Department of Education Award \$850,000 for three years.

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.

One of her recommenders said that she has truly enjoyed opportunities to observe Dr. Moser's Spanish courses, and could praise her pedagogy in those courses for several more pages! "Her teaching absolutely epitomizes all of the teaching techniques that I encourage my pre-service TESOL teachers to use: modeling, scaffolding, authentic materials, authentic tasks, and using the four modalities of language. Furthermore, I estimate that she and her students use Spanish at least 90-95% of the class time. I genuinely wish that the for-

eign language classes that I took as a student had been even half as communicative as Dr. Moser's classes!"

Another recommender said of Moser that she is dedicated to making a difference for language teachers and future language teachers in our state. Dr. Moser says, "It was an honor to be awarded the Mississippi Teacher of Excellence 2019, and I accept the nomination for the SCOLT 2020 Teacher of Excellence with pride. As a former high school Spanish teacher and coordinator of Mississippi State University's world language education program, I consistently strive to improve my practice, collaborate with world language educators across the globe, and advocate for quality language programs for all learners. Currently as the co-coordinator of the basic language program at Mississippi State University and the trainer of graduate teaching assistants in the department, I work daily to affect the practice of those at the university and educators in the community. I am honored to be considered for such an esteemed award and to be recognized by wonderful Mississippi teachers who continue to make me proud to be from our state."



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SCOLT 2020 Award Recipients

Leadership Award winner: Mara Cobe

“For the past 27 years as a world language educator, it has been my privilege to serve students, colleagues, and my communities. My daily work in Charlotte-Mecklenburg schools allows me to serve over 148,000 PreK-12 students through language instruction in seven languages, including AP, IB, Cambridge, heritage speakers’ programs, and dual language/immersion in five languages. In addition, I offer professional development and guidance for 250+ non-immersion teachers and approximately 100 dual language/immersion teachers and their administrators.

I firmly believe in giving back to our profession, which is why I have served on the FLANC board, on a SCOLT Awards Committee, on ACTFL task forces and committees, and I have been on the executive board of NADSFL (National Association of District Supervisors) since 2012. My work with NADSFL, first as the Executive Secretary, and now as the Vice President, has allowed me to serve as a mentor and plan meaningful professional development for other district supervisors. It has been my pleasure to present multiple sessions and workshops for all of these organizations over the past decade. I am humbled and honored to accept the 2020 SCOLT Leadership Award.”



2020 SCOLT Scholarship Recipients

Academia Latinoamericana

Scholarship Recipient: Brooklin Sarver, STEAM Academy, Lexington, Kentucky

Cemanahuac Educational Community:

Scholarship Recipient: Stacey Stewart, Wilmington Early College, Castle Hayne, North Carolina

Centro MundoLengua:

Scholarship Recipient: Kristen Moore-García, South Lake Christian Academy, Huntersville, North Carolina

CIEL (Centre International d'Études de Langues de Strasbourg):

Scholarship Recipient: Mark Matthews, Clemmons Middle School, Clemmons, North Carolina

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Goethe Institut:

Scholarship Recipient: Courtney Lee, Viera Charter School, Melbourne, Florida

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CELEBRATING SCOLT'S 2020 TEACHER OF THE YEAR NOMINEES!

**CHRISTINA
ROE**

Alabama



“What is the value of learning a language? This is an answer that must be realized by each individual person. While learning to speak a new language is important, developing cultural competency and learning to value others is my most important classroom goal.”

**CELINE
SIMPSON**

Arkansas



“Focusing on cultural competencies is at the center of my teaching. I provide cross-cultural interaction to reach understanding by inviting guest speakers from different careers to my classes. I am also flexible and relate to all students. Having experienced starting a new life in a different country, I developed empathy towards others.”

**ANNA
SURIN**

Georgia



“Whether I travel abroad with my students, take them to field trips to a Russian-speaking community centers and cultural events, invite guest speakers, or encourage them to apply for study abroad programs or host international exchange students, I always strive to build a community of life-long learners who appreciate other people's differences.”

**ELENA
KAMENETZKY**

Kentucky



“Many of my students walk into the classroom believing that only Japanese people can speak Japanese. They don't believe that they can truly learn a foreign language—they don't even seem to have imagined that they could learn a new way of writing, a new way of speaking, or a new way of looking at the world.”

CELEBRATING SCOLT'S 2020 TEACHER OF THE YEAR NOMINEES!

**MICHELLE
TURONEK**

Mississippi



“By using my personal experiences of studying abroad and many personal traveling endeavors, my students experience the many sights, sounds, smells, events, and holidays of other cultures. I encourage my students to value diversity and the dynamics of difference. By developing cultural competence, my students will begin their journey of being flexible to other cultures.”

**BONNIE
WANG**

North Carolina



“In my classes, I employ innovative and authentic cultural materials to stimulate students’ interest and to construct the language learning with global perspectives by exploring current topics such as climate change, trade war, racial stereotypes, and gender inequality.”

**JANE
WEAVER**

Tennessee



“I firmly believe students can become globally literate through the study of another language and that all should be given that opportunity. We live in a pluralistic society, so regardless of where students ultimately choose to work, respect of others and cultural understanding will continue to be vital competencies.”



SCOLT 2020 Award Recipients

2020 SCOLT Regional Teacher of the Award winner: Elena Kamenetzky

The Southern Conference on Language Teaching (SCOLT) was unable to hold the 2020 conference in Mobile, AL, due to the Coronavirus outbreak. However, the Awards Committee held virtual interviews March 27th. Elena Kamenetzky, a Japanese teacher at Eastern High School in Louisville, KY, was awarded the 2020 SCOLT Teacher of the Year Award. Each state in the thirteen state SCOLT region may send one state language Teacher of the Year to the regional conference. Elena was selected on the basis of her excellence in teaching, her strong contributions to world languages, her letters of recommendation, and an interview. She will now advance to the national competition sponsored by the American Council on the Teaching of Foreign Language (ACTFL). During the ACTFL convention in San Antonio, TX, this November, she and four other regional teachers will vie for the title of ACTFL National Language Teacher of the Year. The teacher selected in November will serve as the national spokesperson for language learning in 2021. The Southern Conference on Language Teaching (SCOLT) is a professional organization whose mission is to promote universal world language education supported by the community, valued by political and business leaders, encouraged by parents and peers, and taught by exemplary instructors. SCOLT congratulates Elena on this award and thanks her for her efforts to promote world language learning.

Q: How old were you when you began to study the Japanese language and culture? What motivated you to learn Japanese?

A: My story for why I started studying Japanese is quite silly, actually! At the start of my junior year in high school, my friend Megan and I decided that we wanted to quit the chorus class that we had been taking together for the past two years—there were many reasons for this, but one of the biggest reasons was that I, personally, had zero singing talent. We went to talk to our counselor about switching into a different class. The counselor told us that the only classes with openings for new students were Japanese 1 and an art class. Megan turned to me and said, “I dare you to take Japanese.” At the time I was already taking Spanish and I knew that I enjoyed learning another language, so I took her up on that dare. We both signed up for Japanese 1. I ended up falling in love with the class and with the language. Learning Spanish had been fun, but learning Japanese was fascinating to me because it was so completely different from what I had thought I understood about how languages worked. This is also, incidentally, how I discovered that I loved linguistics, which would end up being one of my areas of study in college.

Q: You spent three years working in Japan with the JET Program/Achi Village Board of Education. Could you tell us a little bit about your time there? How did this experience shape your current teaching?

A: I lived for three years in Achi Village, on the southern border of Nagano Prefecture, where I was an assistant English teacher at one middle school and at three elementary schools. It was an extremely rural area—so rural, in fact, that Achi Middle School actually had a yellow school bus that picked up and dropped off students every day. School busses are extraordinarily rare in Japan, where most areas of the country have public transportation. I was also an assistant English teacher at Namiai School, a combined elementary/middle school near Achi Village, where the largest class size was seven students. And by class I mean the entire eighth grade. During the last two years of my stay, I also started teaching an adult English Conversation class through the community education office. I loved getting to know the teachers that I worked with every day, but it was also fun to get to socialize with adults outside of the teaching profession!

One thing that I learned from that experience was how to rethink my lesson planning. In the United States, I was always taught that a lesson plan is all about what the teacher is doing. In Japan, every step of a lesson plan has two halves: What the teacher is doing and what the students should be doing at the same time. It’s a small thing, but it really makes you think about your expectations for your students and how you divide up students’ time in the classroom.

Q: Currently, you teach four levels of Japanese, including the AP level, you serve as the Department Chair of World Languages, and you sponsor a multitude of clubs and extracurricular activities. Can you tell us about some of the clubs and organizations that you sponsor and how they may be making a positive impact on the enrollments in Japanese at your school?

A: I love giving my students opportunities to use their Japanese outside of the classroom. Not only are field trips and opportunities for awards motivating for students; but on a practical level, these extracurricular activities are powerful advocacy and recruitment tools for my program! Every year, the Kentucky World Language Association hosts a State Language Showcase, which challenges students to create a cultural project in their target language and also to flex their proficiency levels in a short oral interview and on the APPL test. I love this event because it’s something that even my Japanese 1 students can do. It’s a great way to get

the artistic kids motivated, it's a fun experience that inspires many students to continue taking Japanese, and it's encouraging when students who participate for two or three years in a row see their proficiency levels go up on their APPL test results.

Kentucky also hosts the annual Bluegrass Area Japanese Speech Contest, which across the years has included student competitors from Kentucky, West Virginia, Indiana, and Tennessee. A speech contest can of course be nerve-racking for students. But I always encourage students in all of my Japanese classes to participate because the sense of accomplishment that they get just from preparing their own speech—even a simple, novice-level speech—always gives them a tremendous boost of confidence and motivation. The speech contest also gives students an opportunity to use their language in a very personal way. They get to express themselves in the target language in ways that they don't always get to do in the classroom, whether that's talking about a personal struggle, an esoteric hobby, or a life lesson that they've learned.

Eastern High School also competes in the annual Japan Bowl in Washington DC! The Japan Bowl requires an intense amount of interpersonal practice and cultural study, but the results are always worth it. One of my students recently told me that she learned more about Japan from participating in the Japan Bowl one time than she did in three years of Japanese study.

I do a few other things, like having students participate in AATJ's annual Nengajo Art Contest and sponsoring a chapter of the National Japanese Honor Society. All of these programs are beneficial to the students who do participate, but they're also motivations that I can dangle in front of other students to get them more invested in learning Japanese. For example, Japanese 1 students don't get to participate in the Japan Bowl, but they get to hear about the super-fun trip to Washington DC that Japan Bowl students take. As another example, not every student makes the GPA requirement for National Japanese Honor Society during their junior year, but boy do those NJHS graduation cords have a powerful motivating effect on students who want to raise their GPA and apply again next year.

My school administration has been extremely generous in allowing me to talk about these opportunities for students at events like our annual open house for prospective freshmen and at our school district's annual student recruitment fair. It's as much of a benefit for them as it is for me. As long as I expand the program beyond the classroom, then it becomes an attractive feature for my school to publicize. It also allows me to highlight the available opportunities for students in all languages (especially with state-wide events like the

KWLA showcase), and, frankly, it makes language education valuable to my school and the district. Merely being able to say "Hey, look at all the neat things my students are accomplishing while learning a world language!" is a powerful advocacy tool in and of itself.

Q: You sponsor a trip to Japan (specifically to Tokyo, Kyoto, and Nara) for your students every other summer through the PAX Laurasian Exchange. How many times have you done this? Do you have any special study abroad anecdotes to share? How are your students' perspectives changed as a result of traveling and studying abroad?

A: I've done the PAX Laurasian Exchange four times. This summer would have been the fifth time, but the trip has been postponed until next year. The best thing about these trips is that twice our group has been able to meet up with one of Eastern High School's former Japanese exchange students. On both occasions, I actually wasn't involved at all. It was my students who arranged everything and then asked for my permission after the fact! Of course I agreed to their plans. I'm always thrilled to find out that my students are still keeping in touch with a former exchange student. One year we got to reunite with our former exchange student at Tokyo Skytree, and another year we met our former exchange student at the Golden Pavilion and spent the entire day hanging out with her. It was such a cool thing and I'm so impressed by my students for having made it happen. Not just once, but twice!

Many of my students who went on the Japan Trip have told me that they were inspired to study abroad in college. Some of them already have! I've also gotten a lot of comments from my students about how much the homestay experience challenged their stereotypes about Japanese people. Likewise, I've had many students admit to me that they didn't realize they were still holding on to these stereotypes until they had a good long think about why they were so surprised to discover that their homestay mothers had careers outside the home, that their homestay fathers cooked and did chores, or that their homestay brothers and sisters could be just as bored, rebellious, or obnoxious in school as American teenagers could be.

Q: You are highly engaged in professional organizations and you have served in several leadership roles in your home state of Kentucky. Can you tell us what you learned in these roles and how you will be able to advocate for language education as our 2020 SCOLT Teacher of the Year?

A: I've learned that these organization are absolutely vital to creating the types of programs and opportunities for students that I rely on to expand my program beyond the classroom. Without KWLA, KAJLT, or AATJ, there would

be no Showcase, no Speech Contest, no Nengajo Contest, and no National Japanese Honor Society. I've also learned that the professional connections fostered in these organizations are invaluable. My teaching has been helped immensely by ideas I've gotten from other language teachers, not just in professional settings like at a conference, but also in casual conversations, dinners, and email exchanges. It was my colleagues at KWLA who helped me figure out what I wanted to say about the connection between world language education and student mental health, and how increasing awareness about the importance of student mental health can become an advocacy opportunity for world language educators.

I was an anxious kid with nervous compulsions and terrible social skills. Taking Spanish and Japanese helped me survive high school, for a lot of reasons—not the least of which being that these classes improved my interpersonal skills and taught me how to deal with challenges without having a meltdown. That impacted every part of my life in a positive way. Every world language teacher has the power to do that. We're all in different situations: we teach different languages, in different settings, with different program structures, to different demographic mixes of students, with varying levels of access to other world language teachers and/or teaching resources. But what's the same across the board is that all world language teachers are also teaching interpersonal skills, relationship-building, how to build connections de-

spite personal differences, strategies for coping with uncertainty, and resiliency for dealing with setbacks. That's just what it means to teach a language! That means that all world language programs are valuable to student's mental and emotional health, perhaps now more than ever.

Q: What advice do you have for novice teachers who want to follow in your footsteps?

A: Join a professional organization, talk to other teachers, and go to a conference! I know, I know, some of us teachers are secretly introverts who find socializing exhausting, and especially during your first year teaching it's so hard to keep your head above water and so easy to say "how am I supposed to find time for a conference when I barely have time to sleep?" But forging those professional connections can make everything so much easier. Professional organizations can connect you with resources, games, lesson plans, and—most importantly—information about events and opportunities for your students that can become fun annual traditions that help you grow your program. Plus, it's important to make friends who understand what you do every day, not just for your professional development, but also for the sake of your mental and emotional health!

Article submitted by Victoria Russell, SCOLT Board Member and SCOLTalk Co-Editor



2020 SCOLT Teacher of the Year, Elena Kamenetzky



DIMENSION Updates

CALL FOR PAPERS

Dimension 2021

Dimension is the official peer-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, 2020 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.

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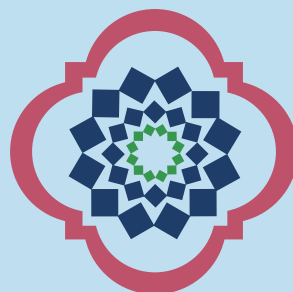
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AFLTA: The Arkansas Foreign Language Teachers Association updates can be found here: [Web](#) · [Facebook](#)

FFLA: Florida's conference will be held in Jacksonville at the Lexington Riverwalk Hotel, October 22-24, 2020: [Web](#) · [Facebook](#) · [Twitter](#)

FLAG: Georgia's 2021 conference will be held joint with SCOLT in Atlanta, March 18-20, 2021: [Web](#) · [Facebook](#) · [Twitter](#)

KWLA: Kentucky's 2020 conference will be held virtually on September 19, 2020: [Web](#) · [Facebook](#)

LFLTA: Louisiana's 2021 conference will be held in Baton Rouge: [Web](#) · [Facebook](#) · [Twitter](#)

MFLA: Mississippi Foreign Language Association's annual conference will be October 9 - 10, 2020: [Web](#) · [Facebook](#) · [Twitter](#) · [Google](#)

FLANC: North Carolina will hold its' annual conference in Winston-Salem, October 9-10, 2020: [Web](#) · [Facebook](#)

SCFLTA: South Carolina's Foreign Language Teacher's Association: [Web](#) · [Twitter](#)

TFLTA: Tennessee Foreign Language Teachers Association: [Web](#) · [Facebook](#) · [Twitter](#)

TFLA: Texas will hold its' annual conference joint with ACTFL in San Antonio, November 20 - 22, 2020: [Web](#) · [Facebook](#)

FLAVA: Virginia will hold their fall conference at the Doubletree by Hilton in Williamsburg, October 8-10: [Web](#) · [Twitter](#)

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