



SCOLTalk

The newsletter of the Southern
Conference on Language Teaching
November, 2020 Volume 52

Greetings from the SCOLT President

Greetings from the SCOLT Board of Directors! On behalf of SCOLT and our Conference Partners, the Foreign Language Association of Georgia (FLAG) and the Southeast Association of Language Learning Technology (SEALLT), we invite you to join us for the Annual SCOLT Conference to be held virtually on March 18-21, 2021. We are delighted to bring you this issue of SCOLTalk, SCOLT's official pre-conference newsletter. Here we offer not only an overview of the 2021 Virtual Conference, but also insight into how, when, why, and where you will engage with colleagues from around the SCOLT region and across the nation! Our goal is to provide you with a high-quality professional development experience that makes you glad you attended!

The theme of this year's conference is "Language through an Unfiltered Lens," which reminds us of the importance of creating learning experiences for students that allow them to "see" language and culture as it is. In the age of digital manipulation, it is far too easily and often the case that much of what we see and hear does not accurately reflect the reality of the world around us. Throughout this year's conference, let's explore language and culture in its purest form with an eye toward how the learner benefits when we use an unfiltered lens for instruction.

In addition to the conference theme, we are also focusing our attention on creating a virtual conference experience that both engages and entertains. Virtual participation should be interactive, and as such, we have included both live and pre-recorded sessions to allow you the freedom and the choice to engage as best suits your professional development needs.

Throughout the event, you can also participate in live sessions that are meant to provide some distraction and entertainment outside of the conference sessions. This year's conference features more than 120 concurrent sessions, a mix of pre-recorded sessions and live sessions, seven workshops, six research sessions, and 12 "Best of State" sessions. Careful attention was given to the schedule to include this variety so that you can participate live or watch a session on your own during the nine 45-minute rounds. And better still—all sessions will be recorded and available to attendees following the conference!



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The conference begins with the Opening General Session on Friday evening, which includes the SCOLT Teacher of the Year announcement, Key-note Address, and SCOLT Awards. Following this, we are planning a fun, interactive session to help you take a break from reality and to network with like-minded colleagues. And on Saturday evening, if you have become a SCOLT Sponsor or Patron, you are invited to attend the annuals Sponsor's and Patron's Reception. If you are not a Sponsor nor Patron, you may become one by indicating as such on the Conference Registration Form. This year, the Sponsor's and Patron's Reception will include a live fun demonstration (Shhh . . . it's a secret) as well as networking "Birds of a Feather" informal discussions.

Finally, we invite you to take advantage of this time to make new connections with like-minded educators. Send a follow-up email to a presenter and let them know what you appreciated about their session. Speak with a representative from the exhibit hall to learn more about their company and how they can support your success. And complete your SCHED profile, our online conference program and scheduler, so that others may contact you to follow up on your great ideas and information shared throughout the conference. Set a conference goal for yourself to make at least one new connection with someone with whom you could share ideas.

Take the time to register now to take advantage of Early Bird Registration (\$75 before February 1, 2021) and share this newsletter with colleagues, no matter where they are in the world. We look forward to seeing you at SCOLT 2021 Virtual in March!

Avec mes meilleurs sentiments / Best wishes,

Bobby Hobgood, Ed.D.
President

Register now for
SCOLT 2021!



Registration for the March 2021 SCOLT Conference is OPEN!

The 2021 SCOLT Conference with the theme "Language through an Unfiltered Lens" will be held ONLINE March 18-21. While we'd love to be together in person in Atlanta this spring, travel restrictions and other Coronavirus-related issues are preventing us from doing so. This will be a SCOLT conference like no other and you won't want to miss it! We will have synchronous and asynchronous components and truly amazing pre- and post-conference workshops, along with some fun activities. You won't need a substitute and registration rates have been significantly reduced for the virtual event, so it's easy to attend! Take advantage of the early bird discount and [register today!](#)

SCOLT Sponsors and Patrons

As always, there will be a special event for SCOLT Sponsors and Patrons during the 2021 conference! Be sure your Sponsor/Patron membership has been renewed for 2020-21 so that you don't miss your invitation! You can become a Sponsor or Patron when you [register](#) for the conference, or by completing [this form](#). Not sure of your status? See the [current list](#) of Sponsors and Patrons. Our Sponsors and Patrons are a vital part of the organization, as they are the only people who can be nominated for board positions and vote for officers and bylaws changes. Additionally, the registration fee is reduced for Sponsors and Patrons, and you will be invited to an exclusive event as a part of the conference! Support SCOLT by renewing your status or becoming a Sponsor or Patron today!

Call for Award Nominations

World language educators dedicate their lives to building competent global communicators and SCOLT works to ensure that these efforts are recognized. Each year at our annual conference, SCOLT selects the world language teacher of the year from our region, a post-secondary education educator of excellence, one leader among K-12 teachers, as well the Bostick award for two distinguished new teachers. Do you know educators that you believe deserve to be recognized? Let's celebrate our colleagues! More information and nomination forms for all awards can be found on the [SCOLT website](#).

The SCOLT Teacher of the Year

Each state may submit one candidate with an endorsement from the state organization. State organizations may submit a candidate to only one regional organization. State nominees must submit a portfolio to be received **no later than January 15, 2021**. SCOLT waives the registration fee for the state nominee participating in the selection process at the 2021 conference and will pay \$100 honorarium to each candidate. Candidates will be requested to share their portfolios via Google Drive with Krista Chambless and Carmen Scogins at scoltawards@gmail.com.

The Educator of Excellence Award for Post-Secondary Educators

This 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. The deadline for applications is **January 15, 2021**.

The SCOLT Leadership Award

This is given to K-12 educators who have 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. The deadline for applications is **January 15, 2021**.

The Bostick Award

The Bostick Award recognizes teachers in their first to fifth year(s) of teaching dedicated to a long-term teaching commitment who have not yet attended a SCOLT conference. Candidates must 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. The recipients of this year's award will be announced at the SCOLT Opening General Session on Friday, March 19, 2021 during the virtual conference. The nomination deadline is **January 31, 2021**.

The SCOLT Professional Development Outreach Fund

The goal of this initiative is to make our current Teachers of the Year (TOYs) available to provide professional development for other language teachers in your states who perhaps cannot attend conferences. Because the TOY award recognizes unique skills, this fund provides a practical way for them to share their ideas and experiences. The secondary goal—which is equally important—is to showcase state TOYs while promoting world language advocacy.

Grant funds are to be used to enable a state TOY to provide professional development in schools or school districts in his/her state for one year from notification of funding. The SCOLT nominee for the ACTFL award has an extra year of eligibility. The TOY from one state can also be made available to a neighboring state if that state does not have a TOY for that year.

For more information and for the outreach request form visit <https://www.scolt.org/professional-development-outreach-fund/>.

103RD AATSP ANNUAL CONFERENCE

ATLANTA, GEORGIA | JULY 8-11, 2021
ATLANTA MARRIOTT MARQUIS

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EL ESPAÑOL Y EL PORTUGUÉS**

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O ESPANHOL E O PORTUGUÊS**

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FOR MORE INFORMATION VISIT OUR WEBSITE AT AATSP.ORG
OR CONTACT US AT AATSPCONFERENCES@AATSP.ORG



AATSP ANNUAL CONFERENCE RETRUNS NEXT SUMMER

The AATSP's annual conference will return next summer in downtown Atlanta, Georgia! The 103rd annual conference will take place at the Atlanta Marriott Marquis from July 8-11, 2021. During this 3 1/2-day event language educators will have the opportunity to attend discussions, workshops, sessions, exhibits, and much more! The official Call For Proposals will open in late September! The motto for next year's conference is Submit now, Decide later! You pay nothing to submit a proposal and hope that teachers of all levels will opt to share your expertise and experiences.

For the latest conference news visit the conference [webpage](#) or the AATSP's Facebook page at [@AATSPglobal!](#)

2020 Ken Stewart Future Language

Educator Recipient



SCOLT is delighted to learn more about last year's recipient of the Ken Stewart Future Language Educator Award: Virginia Jackson, from Starr's Mill High School in Fayetteville, GA.

Virginia reports that she is "currently enrolled at UGA, and I absolutely love it here. I'm taking Spanish 3010 (Spanish Cultural Dialogues) right now, and my professor is from Valencia in Spain, so she has a lot of cultural backgrounds to offer! Obviously, I haven't traveled recently, nor do I see it happening in the near future, but I do plan to spend all of the summer of 2022 in Sevilla, Spain with a host family. I also decided to double major in World Language Education and Spanish so I can enter the workforce faster. I can't wait to see what this year has to offer!

Enhorabuena, Virginia! We share in your excitement as you join us in the classroom in a few years.



Encourage Students to Apply!

As a language educator you are, no doubt, aware of the urgent need for new, highly-qualified teachers. Nearly every state in the nation is faced with a language teacher shortage. Is there a senior in your school who is considering teaching languages as a career? Help us spread the word among your students: SCOLT is here to support you and your goals. Share this information with an aspiring student who plans on entering our profession. Again in 2021, SCOLT pleased to offer a \$1,000 scholarship intended for a high school senior who plans on a career as a world language educator. We are looking to honor our third rising star in language education. Read about our previous recipients: William Roebuck (SC) and Virginia Jackson (GA). They are doing exciting work in college as they prepare their teaching journey.

Please share this information with your promising language teacher candidate:

What are the requirements?

- Current high school transcript
- List of school and community activities
- Three letters of recommendation, each not to exceed one page (1 from a language teacher, 1 from a peer, and 1 from a teacher or administrator at your high school)
- One page statement of your future plans to become a language teacher (750 words maximum)
- College or university you plan to attend (copy of acceptance, if available). State briefly how your plans fit within the offerings, programs and opportunities of this college or university.
- Hyperlink to video (maximum 3 minutes) of the candidate's response in their language of study/ L2 to this question: What makes an A+ teacher? The video should focus entirely on the candidate while speaking.

Applications are due January 31, 2021

<https://www.scolt.org/ken-stewart-future-language-educator-scholarship/>

The scholarship is sponsored by Ken Stewart. Ken teaches Spanish at Duke University in NC; he is a former SCOLT Board member and ACTFL National Language Teacher of the Year.

Top Ten Reasons to Attend SCOLT's Virtual Conference 2021

from Bobby Hobgood and Victoria Russell

Virtual conferences offer advantages you may not know as you consider your registration. We have identified ten of them here to help you appreciate the tremendous value you can realize by attending the SCOLT 2021 Virtual Conference. Note: The reasons do not appear in any particular order!

- 1. Everyone stays safe during the pandemic:** Computer viruses aside, you don't have to worry about social distancing and room capacity during this event. You can attend from wherever you access the Internet. Oh, and since the conference is virtual, you don't have to worry about wearing a mask, either. All kidding aside, you can join with audio and not worry about the video feed if you want to attend in your pajamas!
- 2. It's less expensive for registration and there are no travel expenses:** This virtual event is a great value for the price. For only \$75, you can attend and have access to more than 125 sessions, all of which have been reviewed and carefully selected for their professional value. And by the way, the coffee you brew at home will cost you less!
- 3. Access to session recordings after the conference:** Unless you have successfully cloned yourself, you can't attend all sessions at a "traditional" face-to-face conference. At SCOLT Virtual 2021, you can attend live sessions, watch pre-recorded sessions as they are released, and then watch videos for all of the other sessions—live and pre-recorded—after the conference has ended. Access to the recordings will extend beyond the conference dates. In the end, you pay less than \$0.75 per session!
- 4. Virtual conferences bring a smile to your face:** Who doesn't value the endorphins and great feelings associated with learning something valuable, making a promising connection, and smiling at the sound of something funny or clever? In addition to the conference sessions, SCOLT Virtual 2021 includes opportunities like Chair Yoga, virtual game rooms, and live musical performances to both engage and entertain you. Throughout the conference, you can participate in professional conversations about topics that matter to you as a world language educator through our *Voices of SCOLT* video wall.
- 5. Sponsors and patrons event Saturday night:** While the specific details are to be announced (TBA), SCOLT ensures that all sponsors and patrons are recognized at a special event just for them. The event includes live music, a live "demonstration" TBA, and the opportunity to network with other language education leaders from across the nation. Anyone can become a Sponsor or Patron by contributing via the following online form: Don't delay in becoming a Sponsor or Patron so that you can participate in this special event: [Become a SCOLT Sponsor or Patron](#)



- 6. Networking opportunities:** Just like a traditional, face-to-face conference, SCOLT virtual will provide plenty of opportunities to network with others. These include the Friday night *Networking, Fun, and Games* session as well as some interactive sessions spread throughout Saturday's concurrent session rounds.
- 7. Virtual exhibit space:** You will have the ability to visit online exhibit booths and talk with sponsors and vendors one-on-one. In our virtual exhibit rooms, you can meet with vendors and talk to them personally and/or you can view vendors' pre-recorded videos. You will receive personal attention from our exhibitors and vendors to meet your specific needs!
- 8. Online conference orientation with SCOLT President Dr. Bobby Hobgood:** The week prior to the conference, we will offer the first of two live Virtual Conference Orientation sessions so that you know what to expect and how to navigate our Virtual Conference Center. You'll maximize and enjoy the experience if you already know what to expect!
- 9. First time attendee meeting:** While SCOLT welcomes all attendees, we give our first time attendees extra attention. Each year, the SCOLT President holds a special session for first time SCOLT conference attendees. There, you will learn how to maximize your experience and you can meet other newbies like yourself. You will also find that all of our current sponsors and patrons are more than happy to assist you. If you have any questions, do not hesitate to reach out and ask any sponsor or patron.
- 10. You can win prizes with the exhibitor scavenger hunt:** Attendees who visit our exhibitors will have the opportunity to win prizes. While you visit exhibitors in the virtual exhibit space, you will learn about many materials, resources, and opportunities for you and your students.



Click the image above to see a video about SCOLT and the 2021 conference!

Faces of SCOLT Pandemic Edition

Board Members working on the upcoming Conference



Zoom Meeting



2021 SCOLT Scholarships

Hello, SCOLT! My name is Albert Fernandez and I am the new Scholarships Director for our organization. Due to the COVID-19 pandemic, none of our 2020 scholarship recipients were able to travel to their destinations and take advantage of the educational opportunities our donor organizations provide. One of my first duties in stepping into the role of Scholarships Director has been to reach out to the various scholarship donors to see if they are able to send the 2020 scholarship recipients to their destinations in the summer of 2021.

Some of our donor organizations are still not able to make the decision on travel in 2021 because of pandemic-related travel restrictions. We are working together to make sure our scholarship recipients get to have a great experience and we hope that restrictions are lifted in time to send our scholarship recipients around the world to take advantage of all of the top-quality educational opportunities that are available.

That said, I am happy to inform you that 3 of our scholarship donor organizations, Centro MundoLengua, Estudio Sampere, and the Goethe Institut, have been able to commit to sending our 2020 winners to their destinations in 2021. We wish them the best on their trips and we look forward to hearing all about them!

We are looking forward to having the pandemic behind us and resuming the full range of our study abroad scholarships in 2022!"

Albert Fernandez
Scholarships Director, SCOLT



ACTFL Board of Directors

SCOLT is proud to announce that two new members of the ACTFL Board are from our region!

The SCOLT Board is excited that the new ACTFL President-Elect is our very own Dr. Victoria Russell! Victoria is the SCOLT Exhibits and Advertising Director



and co-editor of SCOLTalk. She is a professor of Spanish and Foreign Language Education at Valdosta State University in Georgia and is a Distinguished Visiting Professor at the US Air Force Academy for the 20-21 school year. Victoria is also the co-author of the recent publication, *Teaching Language Online: A Guide for Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses* (Routledge, 2020).

Pam Benton, who will be completing her term as SCOLT Registrar and Co-Editor of SCOLTalk in March, will also be joining the ACTFL Board. She will serve as the SCOLT Representative to ACTFL. Pam is the PreK-12 World Languages Specialist for Pinellas County Schools and is the 2020 recipient of the Florida Foreign Language Association of Managers of Education (FFLAME) Supervisor of the Year Award.





2021 SCOLT/FLAG/SEALLT Workshops

**NOTE: All workshops are two-hour, synchronous virtual sessions. All times are EST.
Workshops will not be recorded.**

Thursday, March 18, 6:00-8:00 PM

W-1 Thurs	Making the Most out of your Google Classroom – <i>Elizabeth Harrison</i>	This workshop is for those with a beginning to intermediate understanding of how to use Google Classroom (GC). We will begin with the basics and run through the major features of GC. We will discuss how to personalize and organize your GC to suite your needs. We will also look at some add-ons and extensions that will expand what your GC can do and look at a few websites that can easily integrate into GC. There is something for everyone.	Sponsor: SEALLT Core Practice: Provide Appropriate Feedback Strand: Innovative Uses of Technology / Digital Literacy Applicable Levels: All Applicable Languages: All Presentation In: English
W-2 Thurs	Social Justice-Oriented Instruction: Intentional Goals and Inclusive Practices – <i>LJ Randolph and Stacey Johnson</i> NOTE: Limited to 30 participants	This workshop will guide participants through the various levels of implementing social justice-oriented pedagogies in the language classroom through a backward design process. We begin by determining and articulating the desired results (e.g. instructional goals, essential questions, can-do statements). We then focus on inclusive models of instruction that promote critical engagement and language development (e.g., resource selection, classroom practices and activities). Participants will work collaboratively to develop concrete strategies that can be implemented into their courses.	Sponsor: SCOLT Core Practice: Planning with Backward Design Model Strand: Social Justice Applicable Levels: All Applicable Languages: All Presentation In: English

Saturday, March 20, 8:00-10:00 AM

W-3 Sat	Growing as a Language Educator through the Lens of High-Leverage Teaching Practices – <i>Greta Lundgaard</i>	What are high-leverage teaching practices that are effective with language learners? Reflect on your classes and how to be even more intentional in supporting language learning. ACTFL's Guiding Principles and the TELL Framework serve to unpack teaching practices into components to analyze learning and set and monitor goals for growing as an educator. Focus your teaching and improve students' learning.	Sponsor: ACTFL Core Practice: Planning with Backward Design Model Strand: Program and/or Educator Effectiveness Applicable Levels: All Applicable Languages: All Presentation In: English
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W-4 Sat	Answers to the Google Questions You Were Afraid to Ask – <i>Angela Burgess</i>	Let's take your Googley-level from Gobble-dygook to GOOGLEdygook! G Suite for EDU has so much to offer that it's often overwhelming! Let me help make sense by telling you #allthethings I think you need to know, from Drive to Sites, and everything in between! We'll explore how to create, collaborate, and share, along with the best ways to use the tools available in the classroom.	Sponsor: SEALLT Core Practice: Design Communicative Activities Strand: Learning Resources/Tools Applicable Levels: All Applicable Languages: All Presentation In: English
W-5 Sat	Pathway to a Proficiency-based Classroom – <i>Jamie Patterson and Germán Suarez</i>	This workshop will provide teachers with a systematic approach to supporting the implementation of proficiency-based instruction and assessment in their world languages classrooms. Teachers will leave with digital templates and resources for developing and implementing language proficiency units and assessments. All resources provided are the result of an intentional professional collaboration that can be used by any world languages teacher or leader, regardless of the size of the school or district.	Sponsor: FLAG Core Practice: Planning with Backward Design Model Strand: Program and/or Educator Effectiveness Applicable Levels: All Applicable Languages: All Presentation In: English
Sunday, March 21, 2:00-4:00 PM			
W-6 Sun	Bloom's Taxonomy or Zoom's Taxonomy? Survival Strategies for Virtual Teaching – <i>Meredith White</i>	Participants will reflect on the structure, routines, and high-leverage tools that make their virtual and/or hybrid class a memorable, not memorized. In the context of large, diverse classes in the time of COVID19, Meredith will share her favorite ACTFL Six Core Practice technology hacks that make can-do and proficiency-based language teaching enjoyable, effective, and sustainable in online spaces. Participants will receive all editable files used and then, in turn, work to create their own versions to fit their own needs.	Sponsor: FLAG Core Practice: Provide Appropriate Feedback Strand: Learning Resources and Tools Applicable Levels: All Applicable Languages: All Presentation In: English
W-7 Sun	From Topics to Themes: Backwards Planning to Build Proficiency – <i>Rebecca Aubrey</i>	How can we move from a unit with isolated vocabulary lists to one that has purposeful communication and cultural goals and is more engaging to students? Establishing thematic units will help give you a clearer focus, support target language use, and engage learners. In this workshop, participants will apply the principles of backwards design to create thematic, proficiency-focused units. Bring a unit to work on and get a jumpstart on your planning for the year!	Sponsor: SCOLT Core Practice: Planning with Backward Design Model Strand: Standards-Based Instructional Design Applicable Levels: All Applicable Languages: All Presentation In: English

Dimension 2020: Focus on Heritage Language Learning

We are delighted to present this collection of manuscripts that focus on various aspects of *Heritage Language Learning* in this Special Issue of *Dimension*. Our hope for this Special Issue is not only to bring attention to the innovative programmatic changes and best teaching practices presented in the eight chapters, but also to stimulate discussion in the field on supporting the increasing number of Latinx students enrolled in Spanish language programs. Also included in this discussion is the increasing number of heritage language and second language (L2) learners in Dual Language Immersion programs who subsequently enter language classrooms with unique needs to further their language maintenance and development.

Heritage language learners (HLLs) of Spanish are a diverse population of students with diverse needs. Important issues for HLLs include, but are not limited to sociolinguistics (topics such as translanguaging, language variation), the affective dimension of language learning the acquisition of new registers (for careers/use in professional/formal settings), literacy, using Spanish to (re)connect with family and community members, linguistic insecurities, identity, culture, and linguisticism, just to name a few. HLLs participate in many different program models: dual language immersion schools, traditional second/world language classes, and heritage language tracks when available. It is not an easily accomplishable task; however, language educators—at all levels of instruction—must strive to create classrooms and curriculum that appropriately respond to the diverse needs of this student population. In order to contribute to HLLs' language maintenance and development, educators must know and understand their students so that their needs and goals can be identified. With the expansion of Spanish HL programs, it is important to keep in mind that a one-size-fits-all approach to instruction does not work for the varied levels of experience students have with using Spanish in formal and informal contexts. Gaining an understanding of the local variety(ies) of Spanish and the ways in which HLLs currently use their HL, can inform instruction that helps HLLs set and attain goals for how they want to use Spanish in new ways.

In the first chapter of this Special Issue of *Dimension*, [*Introduction to Heritage Language Learning: An Interview with María Carreira*](#), author Garrett-Rucks interviewed Maria Carreira, a leading scholar in the field of heritage language studies. She is also the co-director of the federally-funded National Heritage Language Resource Center where she oversees heritage language learning and teaching initiatives and projects. Carreira, furthermore, is a heritage language learner. At the age of 12, her family moved to

the United States. Carreira's parents spoke Spanish at home and she was immersed in English at school and the community in which she lived. Among other recommendations, the authors call for researchers and practitioners to (1) embrace nontraditional language learning models that reflect the ever-increasing linguistic diversity of our students and their communities and (2) work to mainstream HL education so that it is allotted the same amount of resources and curricular value as other core subjects (Carreira & Kagan, 2018). These arguments align with the ACTFL Position Statement on Language Learning for Heritage and Native Speakers (2010) that advocates for constant reevaluation of practices, models and policies to help address the unique learning needs of heritage and native speakers.

In her powerful and timely essay, [*Language, Culture, and Spanish Heritage Language Learners: Reframing Old Paradigms*](#) (Chapter 2), Patricia MacGregor-Mendoza (New Mexico State University) helps Spanish HL education enter the new decade by highlighting historical and current deficit views about Spanish HLLs in the U.S. The author analyzes approaches to instruction that persist in Spanish HL programs even though research, conducted from various perspectives, has established the inappropriateness of the reviewed classroom practices. MacGregor-Mendoza puts into question alleged shifts in paradigms in Spanish HL education that do not wholly embrace HLLs as fully-realized legitimate users of Spanish nor respond to the specific linguistic and psychosocial needs of the diverse population of students enrolled in Spanish HL classes. The author stresses the inextricable link that exists between language and culture in HL instructional contexts as this important relationship has not been appropriately incorporated into HL curriculum.

In Chapter 3, the authors respond to the calls for more Spanish HL research that includes students' perspectives (Alarcón, 2010; Ducar, 2008; Valdés, Fishman, Chávez, & Pérez, 2008). Jason A. Kemp (University of Wisconsin-Madison) in the third chapter, [*University Students' Experiences in Spanish Heritage Language Programs in the Midwest*](#), interviews five HLLs of Spanish enrolled in new and emerging Spanish HL programs. The analysis of their responses points to a disconnect between their self-reported needs and the curriculum of their classes. Participants consistently reported on a writing focus in their classes, which addressed their concern about limited experiences with academic writing in Spanish. However, the participants also commented on the lack of attention given to the other three skill areas. Links to future careers are also perceived as missing from the Spanish HL classes and the curriculum tends to place continued emphasis on discrete forms of grammar instead of language functions.

Next, Elizabeth Goulette (Madonna University) in the fourth chapter, *Heritage Language Learners in a Mixed Class: Educational Affordances and Constraints*, provides insight into the experiences of HLLs of Spanish in an 8th grade mixed-level Spanish class. Through a six-month ethnographic case study, the author was able to identify the Spanish teacher's labeling practice that sorted students into distinct groups of either "Spanish-dominant" or "English-dominant." Goulette, as participant observer, noticed that these imposed labels both restrict learning opportunities for some students and provide advantages for students across the two groups. As such, this narrow framing of students' linguistic skills and cultural affiliations did not "acknowledge the language resources of [the] students" (Hornberger & Link, 2012) which led to a lack of instructional support for the advanced "Spanish-dominant" group that was also physically separated from the rest of the class.

In the following section, Chapters 5 and 6 turn our attention to the role of writing in the HL classroom. In the fifth chapter, Ariana Mrak (University of North Carolina) surveys the research on teaching writing in *Developing Writing in Spanish Heritage Language Learners: An Integrated Process*. Her theoretical framework draws insights from the field of New Literacy Studies, which argues that literacy is not limited to the discrete skills of reading and writing, but is also influenced by orality to a certain degree. Mrak proposes an integrated approach to writing within a critical pedagogy framework. She presents the concept of critical language awareness as a socially responsible pedagogy that empowers HL speakers to use their sociolinguistic knowledge to decide which variety of the language is best suited for the multiple contexts and communities in which they experience the language.

Clara Burgo's (Loyola University) *Writing Strategies to Develop Literacy Skills for Advanced Spanish Heritage Language Learners* is Chapter 6 in this special issue. The author provides a thorough review of the literature and outlines specific activities that could be incorporated into an advanced Spanish course. In particular, she emphasizes a process-oriented approach to writing in which students are able to compose and edit multiple drafts after receiving instructor feedback. Burgo supports holistic assessments of HLLs' writing, and she provides recommendations that encourage a social approach to teaching writing that incorporates students' personal narratives (e.g., autobiographies) and writing for their community (e.g., distributing a newsletter locally).

In Chapter 7, *Streamlining the Placement of Spanish Heritage Language Learners*, Patricia MacGregor-Mendoza and Gabriela Moreno (New Mexico State University) ask the field to consider students'

linguistic and cultural knowledge when making decisions about placement into courses. Their placement test assesses *Ser/Estar*, Spelling, Reading and the Subjunctive. The 17 items across these four areas tap into students' literacy and real-world experiences using Spanish. Their recommendations for using a small-scale in-house placement test are adaptable to any Spanish HL program, and could be particularly helpful for universities that offer multiple courses in their HL sequence.

This special issue concludes with *Global Initiatives in North Carolina: The Impact on Culturally and Linguistically Diverse Learners*. In Chapter 8, Charlotte R. Hancock (University of North Carolina), Kristin J. Davin (University of North Carolina), John A. Williams, III (Texas A&M University), and Chance W. Lewis (University of North Carolina) discuss dual language programs and their link to heritage language education. The authors address the proliferation of dual language programs that offer instruction in English and a partner language (e.g., Spanish, Mandarin, etc.). These programs cater to the needs of culturally and linguistically diverse (CLD) students, who are often HLLs of the partner language, and students for whom the partner language is not their home language. The researchers document the ways in which state-level initiatives in North Carolina encourage the growth of world language and dual language programs across school districts.

We would like to state again how delighted we are to present this collection of manuscripts that focus on various aspects of *Spanish Heritage Language Learning* in this Special Issue of *Dimension 2020*. We would also like to acknowledge the efforts of several individuals who helped shape this volume. In addition to the tremendous efforts of the members of the Editorial Board who helped review and edit the chapters, we would like to thank the additional reviewers and proof-readers needed to sort through the great number of manuscripts submitted for this Special Issue including Melisa (Misha) Cahnmann-Taylor, June Carter, Madelyn Hernandez, Tim Jansa, Kaishan Kong, Raul Llorente, Ji Ma, and Oscar Moreno, who are all from research universities. Thanks to the combined efforts of many individuals, we hope this Special Issue brings attention to the innovative programmatic changes and best teaching practices presented in these chapters to recognize and support the varied needs of heritage language learners beyond the Spanish language. The ultimate goal of this special issue is to stimulate discussion in the field on supporting the increasing number of heritage speakers, native speakers, and dual language immersion students enrolled in language programs to further the development and maintenance of languages other than English.

2020 Editorial Board for SCOLT Dimension

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With gratitude to the additional reviewers and proofreaders:

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Dimension 2020 Articles

1	María Carreira <i>California State University—Long Beach</i> Paula Garrett-Rucks <i>Georgia State University</i> Jason A. Kemp <i>University of Wisconsin—Madison</i> Linwood J. Randolph Jr. <i>University of North Carolina Wilmington</i>	Introduction to Heritage Language Learning: An Interview with María Carreira
2.	Patricia MacGregor-Mendoza <i>New Mexico State University—Las Cruces</i>	Language, Culture, and Spanish Heritage Language Learners: Reframing Old Paradigms
3.	Jason A. Kemp <i>University of Wisconsin—Madison</i>	University Students' Experiences in Spanish Heritage Language Programs in the Midwest
4.	Elizabeth Goulette <i>Madonna University</i>	Heritage Language Learners in a Mixed Class: Educational Affordances and Constraints
5.	Ariana Mrak <i>University of North Carolina Wilmington</i>	Developing Writing in Spanish Heritage Language Learners: An Integrated Process Approach
6.	Clara Burgo <i>Loyola University Chicago</i>	Writing Strategies to Develop Literacy Skills for Advanced Spanish Heritage Language Learners
7.	Patricia MacGregor-Mendoza <i>New Mexico State University—Las Cruces</i> Gabriela Moreno <i>New Mexico State University—Las Cruces</i>	Streamlining the Placement of Spanish Heritage Language Learners
8.	Charlotte R. Hancock <i>University of North Carolina—Charlotte</i> Kristin J. Davin <i>University of North Carolina—Charlotte</i> John A. Williams, III <i>Texas A&M University—College Station</i> Chance W. Lewis <i>University of North Carolina—Charlotte</i>	Global Initiatives in North Carolina: The Impact on Culturally and Linguistically Diverse Learners

Language Advocacy

SCOLT is a proud member of JNCL, the Joint National Committee on Languages. JNCL is our national advocacy organization, keeping abreast of funding and legislation issues related to language education and language professions. JNCL holds an advocacy day and delegate assembly each year in February, at which attendees visit congressional offices to advocate for these issues. For 2021, the JNCL Language Advocacy Day will be virtual, allowing SCOLT to “send” more representatives than usual, due to the reduced cost. The SCOLT Board will have several representatives in attendance, which means more congressional visits and a greater presence on Capitol Hill (albeit virtual), as each person attends meetings with their own Senate and House of Representative offices. To learn more about JNCL, and to sign up for the JNCL newsletter to be informed regarding language advocacy, visit www.languagepolicy.org.



Valdosta State University (VSU)'s
Department of Modern and Classical Languages offers the following study
abroad program for pre- and in-service Spanish teachers:

Summer Study Abroad in Cádiz, Spain June 22 – July 25, 2021*

About the Program:

- Personalized programs can be designed from 2 to 5 weeks.
- Pricing ranges from \$2,500 - \$4,850, depending on the program length.
- Academic credit from VSU is available for an additional fee.
- Full immersion: participants stay with local host families and they take foreign language education coursework alongside native Spanish speakers at the University of Cádiz.
- Round trip international airfare Atlanta/Madrid, weekend excursions, full room & board in Cádiz, international health insurance & trip cancellation insurance.

*Pending the situation with COVID-19, travel restrictions, etc.

For more information, contact Dr. Victoria Russell at varussell@valdosta.edu



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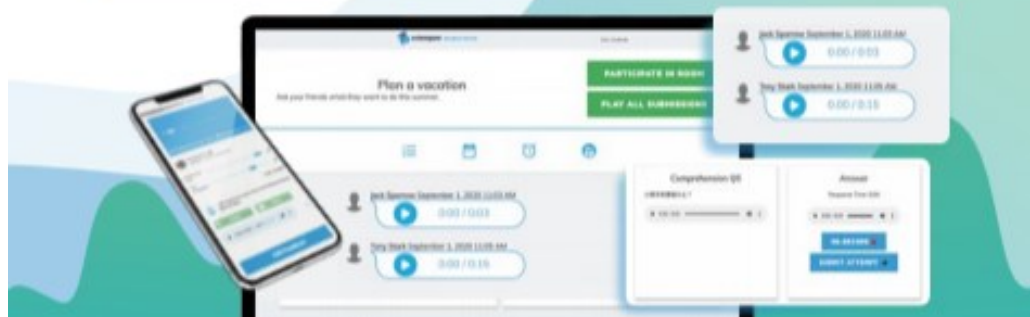
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Russian Flagship Program

UNC Chapel Hill is excited to announce the launch of the Russian Flagship Program on campus. The Russian Flagship Program at UNC Chapel Hill is one of eight Russian Language Flagship programs in the US sponsored by the National Security Education Program as part of [The Language Flagship](#), a national initiative aimed to change the way Americans learn languages.

The goal of the Russian Flagship Program is for participating students to:

- Reach a professional level of competency in Russian, a language deemed “critical” to national security
- Link their language study to the major(s) of their choice
- Study abroad and complete a professional overseas internship
- Receive scholarships for study abroad and intensive summer language courses

For more information on the Russian Flagship Program at UNC Chapel Hill, please visit [our website](#) or contact Meredith Doubleday at m.doubleday@unc.edu

Report to the Board of Directors of Regional Organizations

ACTFL Update/Highlights

September 2020

ACTFL Statement on the Killing of George Floyd and Systemic Racism in the U.S.

In early June, ACTFL released a statement denouncing system racism and police brutality against Black, Native and Indigenous, and communities of color in the U.S. We recognize the role we must play in creating a learning environment that is not only safe from racism but anti-racist. Read the full statement:

<https://www.actfl.org/resources/press-releases/actfl-statement-the-killing-george-floyd-and-systemic-racismthe-us>.

In the weeks following, ACTFL also released resources that address issues of race, diversity, and social justice:

<https://www.actfl.org/resources/resources-language-educators-address-issues-race-diversity-and-social-justice>.

ACTFL Statement on New ICE Guidelines for International Students

In July, ACTFL along with nine additional language education organizations, released a statement expressing deep alarm at ICE guidance that would have prohibited international students from remaining in or returning to the U.S. to continue their studies at colleges and universities this fall if those institutions didn't offer at least some in-person instruction.

Within hours of release of the statement and under considerable pressure from various institutions of higher education, the Administration rescinded the new guidance. Read the full statement:

<https://www.actfl.org/resources/press-releases/statement-new-ice-guidelines-international-students>.

ACTFL Statement on Supporting Educators and Learners This Fall

In August, ACTFL released a statement in support of language educators and learners in anticipation of the return to school this fall (and beyond). In it, ACTFL makes five (5) recommendations:

1. Prioritize Educator and Learner Health and Safety
2. Include Language Educators in the Decision-Making Process
3. Focus on Equity and Access
4. Invest in a Pipeline of Well-Prepared and Diverse Educators

5. Make Professional Development Widely Available

For more details and to read the full statement, go to: <https://www.actfl.org/resources/press-releases/actflstatement-supporting-language-educators-and-learners-fall>.

ACTFL Summer Learning Series 2020

In July and early August, more than 200 language educators participated in ACTFL's first virtual summer learning series, which took place over four weeks, each one focused on a different high-leverage teaching practice:

- Strategies for Using Authentic Resources
- Strategies for Using Target Language
- Strategies for Moving from Input to Processing to Output
- Strategies for Teaching Grammar in Context and as Concepts

More details about the facilitators and sessions can be found here: <https://www.actfl.org/learn/planningprofessional-development/curriculum-instruction-and-performance-assessment-workshops/actfl-summerlearning-series-2020>. ACTFL hopes to offer more series like this throughout the coming year and beyond.

ACTFL 2020 Virtual Stipend Award Program

ACTFL is sponsoring a Stipend Award program to provide financial assistance in the amount of \$100 to registrants in the following categories to help offset ACTFL 2020 Virtual Convention registration costs:

- First time attendees who have never attended an ACTFL Annual Convention & World Languages Expo
- Individuals who identify as Black, Indigenous, or People of Color (BIPOC)
- New Teachers who are within the first three years of their teaching career
- Full-time students in a college or university program (undergraduate or graduate level)

Applicants must apply by **Wednesday, September 16, 2020**. Learn more and apply at <https://www.actfl.org/convention-and-expo/stipend-award-program>.

ACTFL 2020 Virtual Program Now Available Online

The online program can be accessed at

<https://www.aievolution.com/tfl2001/index.cfm?do=cus.pubSearchOptions>. Sessions will be available through the end of the year (December 31, 2020).

Registration for the virtual convention can be found at <https://www.actfl.org/convention-and-expo/registration>.

Advocacy

- In July, the Biliteracy Education Seal and Teaching (BEST) Act passed the U.S. House of Representatives as part of the William M. Thornberry National Defense Authorization Act for Fiscal Year 2021 (HR 6395). The legislation creates a federal grant program to help states establish and implement Seal of Biliteracy programs.

Because the Senate version of the bill did not include the BEST Act, it must now be reconciled in conference committee. If it makes it to the final version of the bill, appropriations would likely be for FY22.

- ACTFL signed onto a Coalition for Teacher Quality (CTQ) letter in July that asked Congress to make significant investments in the teacher pipeline, teacher professional development, connectivity for educators and students, and state and local efforts to stabilize the educator workforce. ACTFL was one of 26 organizations to sign onto the letter: <https://drive.google.com/file/d/1-08j88tfb0F2VDh09xCvtxWBUCYYje9I/view?usp=sharing>.

Respectfully submitted,



Howie Berman

ACTFL Executive Director



Faces of SCOLT: Board of Directors



Dr. Leslie Baldwin, Executive Director

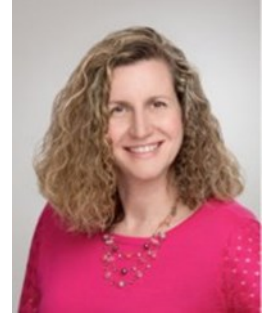
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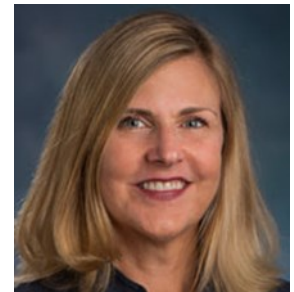
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Heidi Trude, Program Co-Director

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Lisa Podbilski, SCOLT Representative to ACTFL

Pam Benton, Co-Registrar, Co-SCOLTalk Editor

Stay Connected Around the SCOLT Region

SCOLT: Next year's conference will be VIRTUAL, March 18-21, 2021. Registration is open! [Web](#) · [Facebook](#) · [Twitter](#)

AWLA: Stay tuned for plans for Alabama's next conference with updates here: [Web](#) · [Facebook](#) · [Twitter](#)

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

FFLA: Florida's conference is moving online with plans for a face-to-face conference in Jacksonville, October 2021. [Web](#) · [Facebook](#) · [Twitter](#)

FLAG: Georgia's 2021 conference will be held virtually in conjunction with SCOLT, March 18-21, 2021. FLAG 2022 will be held in Augusta. [Web](#) · [Facebook](#) · [Twitter](#)

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

LFLTA: Louisiana's 2021 conference will be held in Baton Rouge with more information to be shared soon. [Web](#) · [Facebook](#) · [Twitter](#)

MFLA: Mississippi's first ever virtual conference will be held December 1-5, 2020: [Web](#) · [Facebook](#) · [Twitter](#)

FLANC: North Carolina's spring conference will be virtual on February 27, 2021 and the annual fall conference will be in Durham, October 7-9, 2021. [Web](#) · [Facebook](#) · [Twitter](#)

SCFLTA: South Carolina's 2021 conference will be held virtually on February 20, 2021 (free for SCFLTA members): [Web](#) · [Facebook](#) · [Twitter](#)

TFLTA: Tennessee held their conference virtually November 6-7, 2020. [Web](#) · [Facebook](#) · [Twitter](#)

TFLA: Texas held its virtual conference August 3-4, 2020 and will hold its annual meeting November 21, 2020 from 12:00-1:00pm. [Web](#) · [Facebook](#) · [Twitter](#)

FLAVA: Virginia will hold its spring mini-conference on March 27, 2021. [Facebook](#) · [Web](#) · [Twitter](#)

WVFLTA: West Virginia held its mini-conference virtually on October 17, 2020. [Web](#) · [Facebook](#) · [Twitter](#)



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