



# SCOLTalk

The newsletter of the

Southern Conference on Language Teaching

May, 2021

Volume 53

## Greetings from the SCOLT President

In case you missed it, the SCOLT 2021 Virtual Conference was a great success by both “virtual” and “traditional” standards. Approximately 500 educators from around the country participated in this year’s conference, sharing best practices, research, leadership, and collegiality that has come to define this annual event. Among them, 237 were first-time SCOLT attendees! Conference feedback confirmed the value of these sessions, but perhaps one of the most telling comments for me was a personal note from an attendee saying, “This was my first SCOLT Conference. It was so well done that I can’t wait to attend a SCOLT face-to-face conference!”

While tremendous thought and effort goes into every conference, this year’s planning was exceptional. Board members from SCOLT, the Foreign Language Association of Georgia (FLAG), and the Southeast Association for Language Learning Technology (SEALLT) collaborated for almost a year to produce this first-ever virtual conference facilitated by the online platform SCHED, with live events held in Zoom. With an eye toward “engagement,” conference organizers sought to minimize the role of technology while maximizing human interaction. The end result was a carefully orchestrated event that forged new relationships, engaged attendees, and at times, entertained a diverse audience craving live, professional interaction.

Attendees chose from seven workshops, 40 pre-recorded sessions, and 87 live sessions held via Zoom. From among these sessions, the concurrent session *Getting Over Myself: Embracing Visual Input and Letting Go of Memorization* by Morgan Bennett (Montgomery County Public Schools, Montgomery County, Virginia) was selected as this year’s Best of SCOLT session.

In recognition of this distinction, Morgan will deliver her session at the ACTFL 2021 Conference this November. In case you missed this or any other session, attendees can access the archived recordings through June 30, 2021, by logging into the SCHED platform at [scolt2021.sched.com](https://scolt2021.sched.com).



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With SCOLT 2021 behind us, we now focus our attention on what we hope will be our first face-to-face conference since the onset of the pandemic, to be held on March 31-April 2, 2022, in Norfolk, Virginia in collaboration with the Foreign Language Association of Virginia (FLAVA), and with SEALLT at the new [Norfolk Waterside Marriott](https://www.scolt.org/). The theme of next year's conference, *Inclusion is About US All*, is an extension of the 2021 Leadership Workshop which focused on what it means to be an inclusive organization and how to create an inclusive culture within an organization. The Call for Proposals is open through September 1, 2021 via the SCOLT homepage: <https://www.scolt.org/>

We hope you will consider submitting your proposal and sharing this call with your colleagues so that we can ensure an inclusive event that lives up to the conference theme.

Regards,

Bobby Hobgood, Ed.D.  
SCOLT President

## **SCOLT 2022 CALL FOR PROPOSALS**

Proposal window: **April 1 – September 1, 2021**

Submit your session proposal at [www.scolt.org](https://www.scolt.org/)

Conference Dates: **March 31-April 2, 2022**

*Norfolk Waterside Marriott, Norfolk, VA*

Theme: *Inclusion is About US All*

**Submit your proposal  
for SCOLT/FLAVA/  
SEALLT 2021 now!**



SCOLT would like to express appreciation to Education First (EF), a long-time supporter and partner of the organization. In addition to sponsoring our virtual Sponsors and Patrons reception during the 2021 conference, EF has offered travel scholarships to all SCOLT Teacher of the Year candidates, the SCOLT Teacher of the Year, and our Educator of Excellence and Leadership Award recipients. These scholarships can be used for student travel in 2022 or 2023. SCOLT appreciates EF's continuous generosity and support for language educators!

**Thank  
you!**

## **SCOLT/FLAG/SEALLT 2021 ATTENDEES:**

Remember, you have access to ALL conference sessions on the through June 30, 2021! Catch sessions you missed by visiting the [SCHED conference platform](#) and log in with your email and password.



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**Marcia Tate**



**Shiza Shahid**

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## Meet the 2021 Ken Stewart Future Language Educator Scholarship Recipients!



**Miriam Smith** is a senior and AP Spanish student at Hendersonville High School in Hendersonville, North Carolina.

Miriam plans to attend UNC-Chapel Hill in the fall where she will enroll in the honor's program and pursue a pre-masters in linguistics with a concentration in Spanish. In her own words, Miriam states "Languages are the key to new places, people, perspectives. I want to share language with others; I want to share the ability to connect with and discover new people. That's why I want to be a language teacher." Outside of the language classroom, Miriam is the student body president and captain of the women's soccer team at HHS.

Miriam's accolades in the classroom speak for themselves; however, her Spanish teacher offered insight on why she is a rising star as a future language teacher. "She is inspiring but approachable. She is a dreamer but connected. She is fierce but compassionate. She is going to do great things," wrote Adam Brand, Spanish teacher at Henderson High School. Her friend and classmate, Gracie Milner added Miriam is "...the person you can count on to stand up for you in situations of discrimination. She will not tolerate inequality. She treats each person she encounters with the same respect." ---indeed the human qualities that make an outstanding teacher. In her free time, Miriam enjoys volunteering at True Ridge in Hendersonville, serving the local Hispanic community by accompanying clients to court, preparing PPE to distribute, organizing resources, and translating statements.



**Cody Smith** is a senior at Barren County High School in Glasgow, Kentucky.

Cody plans to attend Western Kentucky University in the fall where he will pursue a degree in Spanish and Chinese, with a minor in linguistics. In his own words, Cody states "my plan is to become a foreign language teacher, but my goals and responsibilities will not end when the bell rings...I will continue investing in my passion and dedication to share this miraculous thing we call language." Similarly, Cody's zeal for language learning does not stop when the bell rings. Outside of school, he is learning Japanese; he has already taken AP Latin and AP French in high school.

Cody is also a mentor and tutor. In 2020, he earned a TESOL certification to tutor students of English as a second language. He was also the recipient of a Virtual National Security Language Initiative for Youth scholarship for Arabic, a program sponsored by the U.S. Department of State, which he completed during the pandemic. When his online Latin program was phased out with Kentucky Education Television. Cody continued to study on his own before becoming a tutor of Latin. Now a fan of Cicero, Virgil and Tacitus, "you can look at any culture and their literature will say a lot about them," says Cody. "It just opens up your mind to lots of things that you may not see or understand by reading translations."

Behind all future teachers are the outstanding teachers who help us achieve our goals and dreams. A 36-year veteran language teacher, his Spanish teacher Sharon Mattingly added: I have never had another student who matches Cody when it comes to native ability, intense interest and enthusiasm." 5

## SCOLT 2021 Award Recipients



### **Founders Award—David Jahner**

SCOLT Executive Director, 2011-2018

### **Educator of Excellence—Sandrine Hope, PhD**

Visiting Assistant Professor, French and Francophone Studies Department  
Davidson College, NC



### **Leadership Award—Tavane Moore**

Spanish Teacher  
Sandtown Middle School, Atlanta, GA

### **Bostick Award**

Maria Elena Gaborov Jones  
Eugene Ashley High School  
Wilmington, NC

Ramiro Bautista  
W. J. Christian K-8 School  
Birmingham, AL

## 2021 SCOLT Teacher of the Year Candidates

**Jenniffer Whyte**  
Spanish Teacher  
The Donoho School  
Anniston, Alabama



**Halinka Nowak**  
German, French, Italian Teacher  
Caddo Magnet High School  
Shreveport, Louisiana



**Meredith White**  
Spanish Teacher  
Peachtree Ridge High School  
Suwanee, Georgia



**Erin Carlson**  
Spanish Instructor  
University of South Carolina  
Columbia, South Carolina



**Heather Tedder**  
Spanish Teacher  
Watauga High School  
Boone, North Carolina



**Daniel Paolichi**  
Spanish Teacher  
Montgomery Bell Academy  
Nashville, Tennessee



**Jennifer Hoban**  
French Teacher  
Louisville Collegiate School  
Louisville, Kentucky



**Bill Denham**  
Spanish Teacher  
Riverside High School  
Charleston, West Virginia



### [2021 CARLA Summer Institutes for Language Teachers](#)

CARLA offers a wide range of institutes targeted at foreign/world language, ESL/EFL, heritage language, and immersion educators from a variety of teaching levels and contexts. **All of the 2021 CARLA Summer Institutes will be taught online in either an asynchronous or synchronous format.** See the full line-up [online](#).



## An Interview with Jenniffer Whyte, 2021 SCOLT Teacher of the Year

**Jenniffer Whyte is a Spanish Teacher at  
The Donoho School in Anniston, Alabama**



**Q.** Tell us a little bit about your background as a world language (WL) teacher. For example, how many years have you taught, which language(s) and levels, and what is your educational background?

**A.** My world language teaching adventure began in 2007 when I started an organization called Bilingual Kids, Inc. I began teaching Spanish to professionals in different types of fields, created Spanish summer camps, worked in public and private schools, and currently I work at an Independent school where I have taught 1st-4th graders, but I now teach levels 1-3 in the Upper School. Through Bilingual Kids, Inc., I had the freedom to take kids outside of the country to Latin America where they received a full language immersion opportunity. I love my community and love to teach Spanish to whomever wants to learn. I live in a community where there are not many bilingual residents, so my husband and I started an early childhood education program called, *Mis Amigos*, which taught infants through school-age children how to speak Spanish. My dream was to create an effective program that would cultivate bilingual children from birth. I graduated from Jacksonville State University with a bachelor's in Spanish Education, and I am currently enrolled at Liberty

*University where I will receive a master's in English education in a couple of weeks.*

**Q.** In your opinion, what is the most challenging aspect of being a WL teacher today?

**A.** I believe the biggest challenge is keeping our world language programs in our schools. Each year, there are fewer world language classes offered and in some school systems, there is no language requirement to graduate. This is very frustrating when we are living in a competitive world where many countries have strict requirements for students to know more than one language and our nation doesn't. I also feel that heritage speakers are not given enough support; as they are already bilingual or trilingual, they should be encouraged to aim higher, go to college, and seek positions where they can help their families move forward.

**Q.** What is the most rewarding part of your job as a WL teacher?

**A.** The most rewarding part of being a WL teacher is the flexibility to be able to teach anything and everything as long as it's in the target language. I love to be able to share my culture with the students because if I were any other type of teacher, it would not be relevant. Being a WL teacher is fun and everyone understands that WL teachers stand out just a bit.





**Q.** Tell us a little bit about your service to the profession and your advocacy work. How can others become more involved in professional service?

**A.** I enjoy teaching Zumba classes as an advocate for world languages. When children, teens, and adults are singing their favorite song in another language because you



happen to expose it to them on a weekly basis, it is something that I am proud of and passionate about. It starts with these dance fitness classes, then I can introduce someone who may not have wanted to learn Spanish to strike an interest because they are in love with the music. Being the president of Bilingual Kids, Inc. is also a way for me to involve the community in world languages, as we teach Spanish classes to the community and offer English language lessons to Spanish speakers. My church is an important part of my advocacy as well. We sell Caribbean and Mexican food, which allows our community to taste flavors that are not found in local restaurants. When they come by and purchase a plate of food, they hear music in Spanish in the background and listen to people speaking in Spanish and English. I believe that my whole life represents advocacy for the profession—I do it naturally—it is what I love to do! I suggest others should reach out to organizations and businesses who may need WL services. I recently reached out to a police department and asked them if they would like to take Spanish classes relating to criminal justice. You would be surprised by how many people in the community need WL teachers. Not everyone likes to learn online, some people enjoy meeting someone face-to-face, so offering classes in a community center or a church is a great way to advocate for languages in the community.

**Q.** What advice would you give to new people coming into the WL teaching profession?

**A.** I would say to do your best in everything you do—students are always watching you! Challenge yourself to try new things, do not be afraid to ask for help, love yourself and know yourself. Win your students' heart by being authentic, honest, and, every once in a while, go an extra mile for them.

**Q.** How do you motivate students to learn language?

**A.** I make sure my classroom is full of positive experiences by adding music and art, and I relate students' interests to the target language. One of my favorite things to do is find

opportunities for my students to demonstrate their gratefulness to their parents, teachers, and people in the community by creating videos in the target language where they have the opportunity to express their feelings. I also like to encourage them to argue with me in Spanish! Teenagers love to argue and it is nice to see how they can effectively disagree with me in the target language.



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

**A.** I am honored to represent SCOLT as the teacher of the year for 2021. I come from humble beginnings. Being an immigrant from the Dominican Republic in this country has been challenging, but by being grateful, taking advantage of every opportunity that this country offers, and serving others, I have been motivated to succeed and thrive. If I can do it, if I can aim high and reach my goals, then I can serve as an example and possibly help others who don't believe that they can achieve their dreams. I'm looking forward to meeting more of the SCOLT family. So far, I've been showered with love and support. Thank you so much.

Submitted by Victoria Russell



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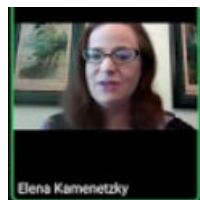
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# Faces of SCOLT: Pandemic Edition





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## A Synopsis of the 2021 SCOLT Virtual Conference

SCOLT President Bobby Hobgood was interviewed by Victoria Russell regarding the development and delivery of SCOLT's first ever virtual conference. In the article below, Bobby highlights the conference from its planning stages all the way through the live event.

**Q:** This year, the SCOLT conference was delivered completely online. How was hosting an online conference different than hosting an in-person conference and how was it different?

**A:** Producing a virtual conference doesn't happen after a couple of Board meetings. The SCOLT Board devoted numerous full Board and Program Committee meetings, coupled with hundreds of emails to conceptualize, plan, test, and produce what was a successful virtual conference with approximately 500 registrants—the first virtual conference in SCOLT history. Unlike a traditional conference, the planning and execution of a virtual conference required a greater level of coordination to launch and support nine rounds of ten simultaneous Zoom meetings in addition to preparing both pre-recorded and live presenters in their use of our presentation platform, Zoom.

**Q:** Regarding attendance, was it higher or lower compared to an in-person conference?

Will SCOLT host future online conferences to accommodate teachers who cannot afford

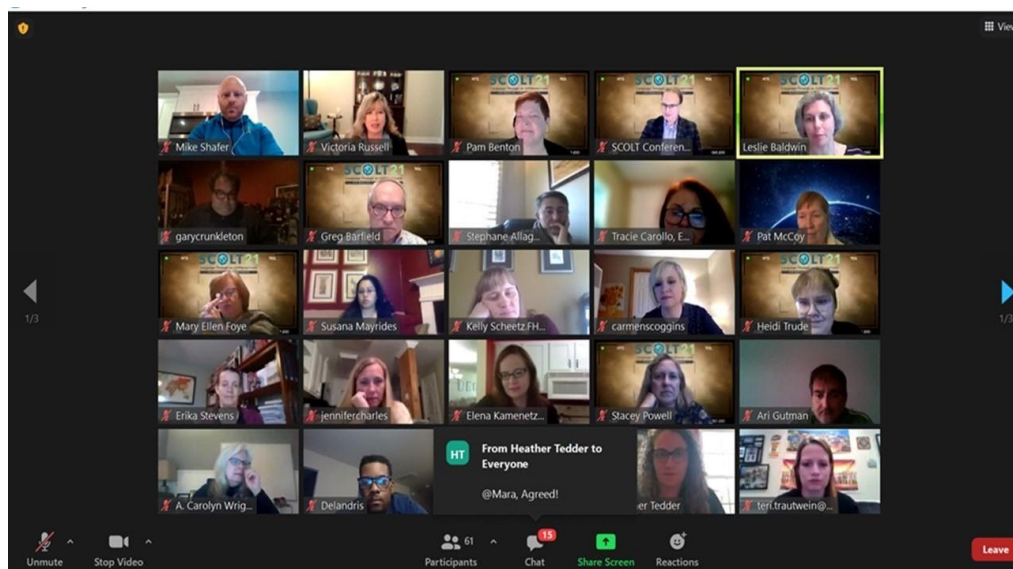
to travel or to take time off for conferences?

**A:** Measuring attendance at a virtual conference involves a slightly different metric than how we typically gauge success of a face-to-face

event. While there were 500 registrants, there was a smaller number at any given time during the conference. This is typical of all virtual events. And given that all sessions have been recorded, archived, and are accessible by attendees through June 31, it is likely that some folks take advantage of this virtual advantage and may not participate to the same extent in the live event. At present, our 2022 Conference will be held in-person in Norfolk, Virginia. This does not preclude the possibility of making some events accessible via video streaming, though no plans have been made to do so at this time.

**Q:** Can you tell me a little bit about the conference theme, "Language Through an Unfiltered Lens"? How was this theme woven throughout the conference?

**A:** The conference theme was chosen as a reminder to us all that language and culture are dynamic and practically one in the same. When we espouse to create communicative classrooms where meaningful, student-centered learning occurs, we do so by crafting learning experiences using authentic language and cultural resources. This theme and its underlying message were introduced to all presenters as a guide for their sessions (for example, presenters used a template slide that incorporated a camera lens bracket used to frame an image within the viewfinder). We reinforced this idea during the General Opening Session and during the pre-conference Leadership Workshop.





**Q:** What was the most challenging aspect of organizing and delivering an online conference? What was the most rewarding part?

**A:** Maintaining intense technical support and flexibility required significant coordination and communication before and during the conference. Behind the scenes, we used a variety of communication tools to coordinate the use of the two primary platforms that shaped the event: SCHED and Zoom. We used SLACK (slack.com) as our primary tool behind the scenes to communicate technical glitches, missing presenters, and special requests. SEALLT ran a virtual HELP Desk which enhanced our ability to provide timely support for both attendees and presenters.

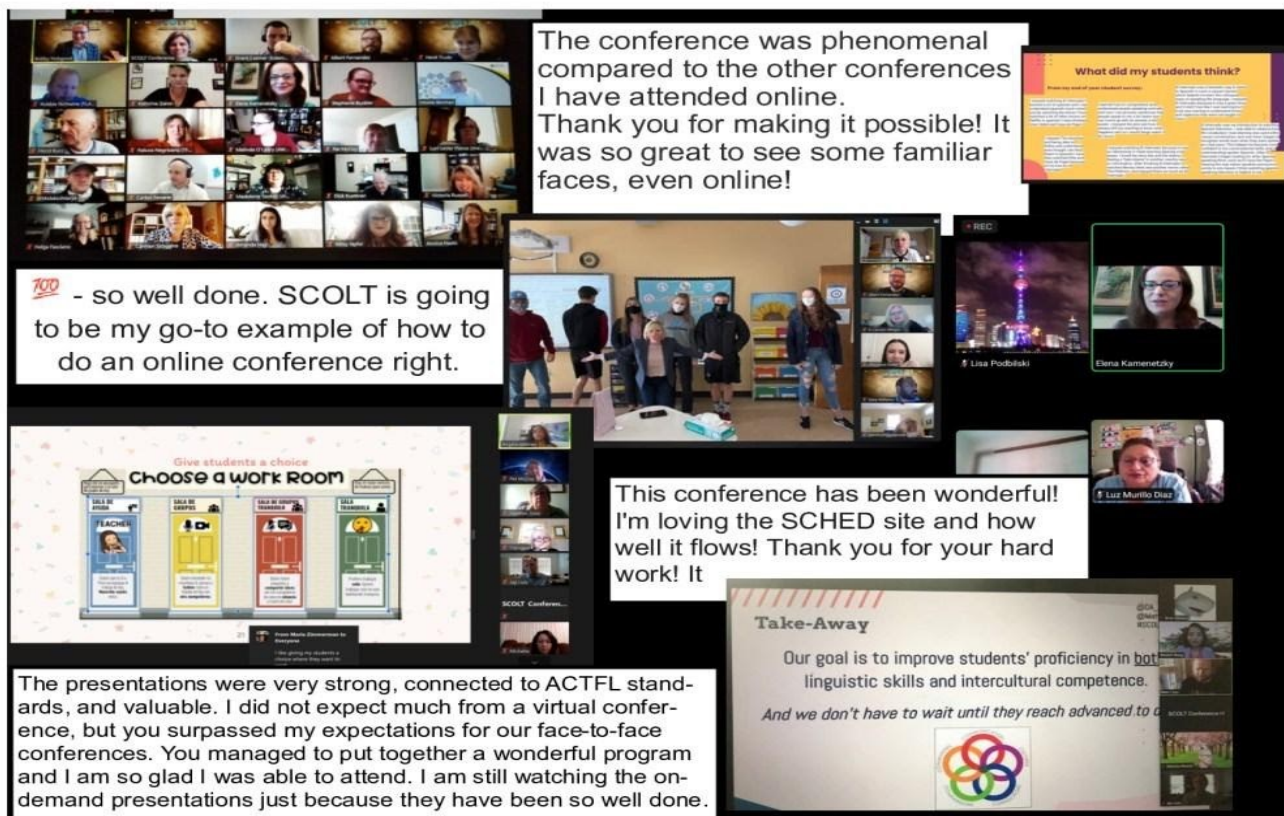
The most rewarding part of the conference was to witness and play a role in the successful production of SCOLT's first virtual conference. Feedback from seasoned presenters and attendees confirmed the quality of the overall event, from the pre-conference communications and support to touches like the chair yoga sessions, comedy and game night events, and the opportunity to interact live with session presenters.

**Q:** What were some of the highlights of the conference that you are most proud of?

**A:** We made the decision to use Zoom as the platform for conference sessions. Feedback from both presenters and attendees confirmed that this was a good decision since it allowed for a relatively high level of interaction in each session. Most importantly, I am most proud of the quality professional sessions offered by educators from across the Southeast. Without them, there would be no SCOLT Conference.

**Q:** Is there anything else that you would like to add about the SCOLT 2021 virtual conference?

**A:** The success of this conference is due to the impressive effort and collaboration among the Boards of SCOLT, FLAG, and SEALLT. It is impossible to adequately convey the level of commitment of these dedicated professionals that made SCOLT 2021 a tremendous success.





# DIMENSION 2022 CALL FOR PAPERS

## *Dimension 2022 Special Issue: Focus on Online, Hybrid, and Flipped Language Learning*

Co-editors: Dr. Paula Garrett-Rucks (Georgia State University) and Dr. Victoria Russell (Valdosta State University)

This edition will focus on online, hybrid, and flipped language course design, a critical topic during the global pandemic that has propelled an exponential growth in online teaching and learning worldwide. This edition aims to showcase empirical and theoretical papers that focus on effective online, hybrid, and/or flipped language teaching, learning, and/or assessment within meaningful cultural contexts, especially online language courses that incorporate the communicative language teaching approach, ACTFL's World Readiness Standards (National Standards Collaborative Board, 2015) and Proficiency Guidelines (ACTFL, 2012), as well as high leverage and/or core teaching practices (Glisan & Donato, 2017).

In response to the global pandemic, many educators engaged in emergency remote teaching, which is different than planned, purposeful online teaching that is guided by the principles of sound instructional design. However, most language educators lack professional development (PD) and/or support in online language pedagogy, which includes "knowing how to teach language (language pedagogy), knowing how to teach online (online pedagogy), and knowing how to use educational technologies to deliver online teaching (pedagogy for educational technology)" (Russell & Murphy-Judy, 2020, p. 132). Therefore, articles that focus on PD are also welcome. In addition, we welcome papers from a variety of educational contexts, including K-12 and post-secondary; urban, suburban, and rural; as well as how online language teaching and learning can promote diversity, equity, and inclusion.

Priority will be given to submissions received by the July 1st, 2021 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 [SCOLT.Dimension@gmail.com](mailto:SCOLT.Dimension@gmail.com), [prucks@gsu.edu](mailto:prucks@gsu.edu) or [varussell@valdosta.edu](mailto:varussell@valdosta.edu)

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- Russell, V., & Murphy-Judy, K. (2020). *Teaching language online: A guide to designing, developing, and delivering online, blended, and flipped language courses*. New York: Routledge

## 2021 Editorial Board for SCOLT Dimension

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## Dimension 2021 Articles

1.	<b>Ashley Shaffer</b> <i>Temple University</i>	<b>L2 Classroom Willingness to Communicate as a Predictor of Participatory Behavior</b>
2.	<b>Justin P. White</b> <i>Florida Atlantic University</i>  <b>Andrew J. DeMil</b> <i>University of Tampa</i>  <b>Geraldine Blattner</b> <i>Florida Atlantic University</i>	<b>Perceptions and Practices in Language Teaching: A Survey of Experts in Literary and Cultural Studies</b>
3.	<b>Jacob Abell</b> <i>Vanderbilt University</i>  <b>Stacey Margarita Johnson</b> <i>Vanderbilt University</i>	<b>Connections: Exploring Charles Moravia's <i>Le fils du tapissier: épisode de la vie de Molière</i> in the Introductory French Language Classroom</b>
4.	<b>Gabriela Moreno</b> <i>New Mexico State University</i>	<b><i>Yo hablo el español de mi pueblo</i>: A Conscious Curriculum for the Heritage Language Learner</b>
5.	<b>Oscar Moreno</b> <i>Georgia State University</i>  <b>Paula Garrett-Rucks</b> <i>Georgia State University</i>	<b>Identifying and Placing Spanish Heritage Speakers: One Program's Placement Test Approach</b>





# JNCL Language Advocacy Day 2021

February 3-5, 2021  
Virtual/Washington D.C.

The Language Advocacy Day is organized by the Joint National Committee for Languages (JNCL). Language Advocacy Day (or LAD for short) is part “lobby-day” and part full-day policy forum that brings together national representatives of the Language Enterprise concerned about the state of language learning in this country. JNCL schedules the meetings on Capitol Hill with attendee’s representatives and provides the information and essential talking points to let their representatives know that “multilingualism is not the future; it is right now” and that languages are critical for job growth, national security and social justice.

The LAD 2021 became a virtual event and we were all impressed at how organized the whole event was and impactful the virtual visits went. There were 270 advocates from all 50 states and the District of Columbia!

## NC LAD21 Delegation - Familiar SCOLT Faces!



As the event was virtual, the expense to send a representative to LAD was much lower than in other years. This allowed SCOLT to support multiple representatives. Dr. Leslie Baldwin, SCOLT Executive Director, Dr. Bobby Hobgood, SCOLT President, Dr. Krista Chambless, SCOLT President Elect, and Heidi Trude, Program Co-Director and Social Media Director represented the organization well!

**Wednesday February 3** started with an overview of the 2 days, hints and tips from Capitol Hill staff on meetings and the review of the asks for our delegations. A special presentation of the 40 year history of JNCL was followed by a keynote from Former Secretary of Defense Leon Panetta. Then our own Leslie Baldwin moderated a panel of legislative staffers who provided the advocates on tips for successful advocating. After the new Director of Government Relations, Jon Bernstein went over our legislative asks, our NC delegation met to map out our strategy and shared specific NC Public School Data provided by the NCDPI.

## 2021 Legislative Asks

**America's Languages Caucus** – asking members of Congress to join and a Republican Senator to co-chair a Senate caucus being introduced this year. NC's David Price helped found and co-chairs the House caucus.

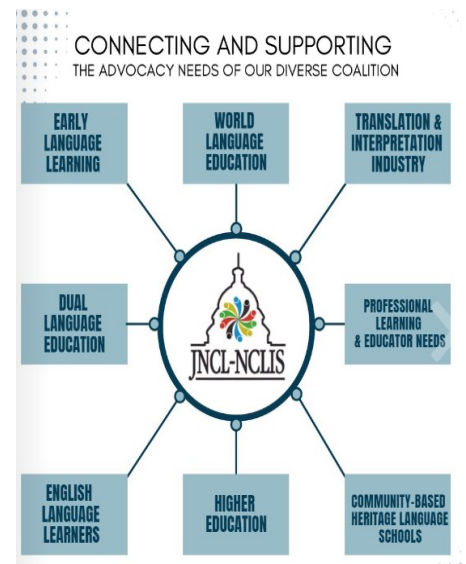
**World Language Advancement and Readiness Grant Program (WLARA)** – bill was passed and funded in 2020 for 15 million for the 2021 year. As support to provide at least the same amount for 2022. Grant applications are now available.

3 Year competitive grants to support Department of Defense schools and local education agencies with Junior ROTC programs to establish, improve, or expand innovative programs in world language learning

75% of the grant funding will go to programs for languages critical to national security and 25% for any natural human language.

Special Consideration for grant applications that include intensive summer programs for professional development of world language teachers; and

Priority for programs with STEM components, including distance learning, support underrepresented populations, and make use of evidence-based program models.

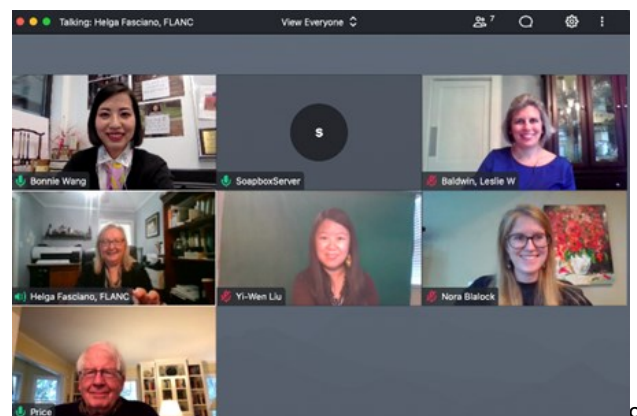


**The Biliteracy Educational Seal and Teaching (BEST) Act**, co-sponsor as being reintroduced this year. Would provide funding to establish, improve and implement Seal of Biliteracy programs. Would benefit NC's Global Languages Endorsement implementation, which is our state's Seal of Biliteracy.

**Native American Language Resource Center Act**, co-sponsor to establish a designated Native American language resource center as part of Title VI.

## Thursday February 6 Capitol Hill Visits

LAD attendees had virtual visits with Senate and House of Representative offices. Attendees visit the offices of their own state senators and their district representatives. Both being from North Carolina, Bobby Hobgood and Leslie Baldwin were able to conduct the Senate visits together, and then went to their own respective House of Representative visits. Likewise, other SCOLT Board members in attendance, representing other organizations, visited their Senate and House offices. In general, the asks were all well received, and we were assured of support moving forward.



Part of the LAD attendees from North Carolina were able to meet with Representative David Price, a major supporter of language education issues.

The evening concluded with Advocacy awards and a Virtual Tour of the New Planet Word Museum.

**Friday, Feb 5** continued with **The Delegate Assembly**. JNCL reported that the health of the organization is sound! The new Board was introduced, and the new Strategic Plan was shared.

The featured speaker for the afternoon was Akash Patel, Founder, Happy World Foundation and his theme was *Bringing the World to Your Communities*.

The LAD continued with breakouts where the speakers shared specific efforts around the JNCL Advocacy efforts as illustrated by this graphic.

A panel representative of some of these advocacy areas spoke about ways to take the advocacy lessons and wins from this event back home.

It was clear that a great deal of progress has been made in our annual advocacy efforts and the importance and impact of the legislative days was reiterated throughout the event. Everyone has their part to play with regards to advocacy! Sign up to receive the JNCL newsletter at [www.languagepolicy.org](http://www.languagepolicy.org) to stay abreast of current issues regarding language education legislation and funding.



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## New Members of the SCOLT Board of Directors



Amanda Hajji is World Language and Dual Language Immersion Teacher Support Specialist in Lexington County School District One. Daughter of a Lebanese immigrant and South Carolina native, she calls Lexington home. She spent her first nine years in education as a high school French teacher and has enjoyed supporting teachers in best practices and proficiency. Amanda has served as the president of South Carolina Foreign Language Teachers' Association (SCFLTA) and has since worked on the board for the last six years as a webmaster, editor of the Crescent, and is currently the Midland's representative. She has presented at local, state and regional conferences with a heart for topics involving communicative activities, proficiency, team building, social justice, and identity. Passionate about second language acquisition, language and its impact on identity, and the bilingual mind, Amanda earned her Master's in Applied Linguistics from the University of Boston in Massachusetts as well as a certification in Teaching English to Speakers of Other Languages from the University of South Carolina, where she is currently working on her Ed.D. in Educational Practices and Innovation and where she is a member of the Early Childhood Dual Language Learner Project.

Michelle Olah is a former Spanish teacher and District World Language Curriculum Specialist who now works as an Instructional Coach for Way-side Publishing. She has also taught Middle School Spanish and High School Spanish online for a virtual school. Michelle has been a frequent presenter at State, Regional, and National conferences for over 15 years. She has also had the opportunity to participate in ACTFL's Leadership Initiative for Language Learning (LILL), first as a participant and then as a facilitator. Michelle has served on the Florida Foreign Language Association (FFLA) board as President-Elect, President, and Past-President and is the current President of the National Network for Early Language Learning (NNELL). In her free time, Michelle loves to travel with her family and work with her father on their butterfly garden that they started while in quarantine this year.



Ms. Bonnie Chunmeng Wang teaches Mandarin Chinese at Durham Academy Upper School in Durham, North Carolina. She was awarded 2019 Teacher of the Year by Foreign Language Association of North Carolina (FLANC), 2020 Teacher of the Year Finalist by SCOLT, and she served as the President for the Chinese Language Teachers Association of North Carolina (CLTA-NC) during 2019-2021. Wang co-founded Courageous Dialogues with Chinese Educators, a not-for-profit organization that supports educators to get more involved in Diversity, Equity, Identity and Justice (DEIJ) topics. She is on the Board of Directors of CLTA-NC, FLANC, SCOLT, and she serves on the Diversity & Inclusion Task Force of ACTFL. Wang is a native speaker of Mandarin Chinese and a professional calligrapher. She holds an M.A. in Linguistics from the University of North Carolina (UNC) at Chapel Hill. She has coordinated the community partnership program with the Chinese program at Duke University since 2015. Wang's pedagogical research focuses on addressing social justice issues in world languages programs, developing proficiency-based curriculum around intercultural competence, as well as integrating calligraphy and classical poetry into Chinese classrooms.



## Faces of SCOLT: Board of Directors



Dr. Leslie Baldwin, Executive Director

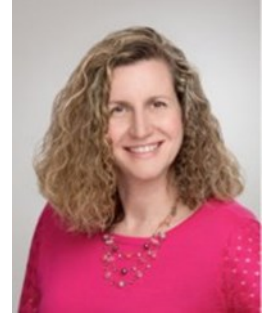
Dr. Bobby Hobgood, President

Carmen Scoggins, Immediate Past President

Dr. Krista Chambless, President Elect  
& Recording Secretary

Albert Fernandez, Scholarships Director

Lisa Worthington-Groce, Co-Registrar, Co-  
SCOLTalk Editor



Bonnie Wang, Program Co-Director

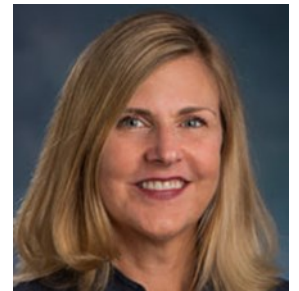
Dr. Mark Linsky, Program Co-Director

Dr. Victoria Russell, SCOLTalk Co-Editor

Amanda Hajji, Awards Director

Heidi Trude, Program Co-Director

Dr. Paula Garrett Rucks, Dimensions Editor



Michelle Olah, Co-Registrar, SCOLTalk Co-Editor

Pam Benton, SCOLT Representative to ACTFL

## Stay Connected Around the SCOLT Region

**SCOLT:** Next year's conference will be held at the Norfolk Waterside Marriott in Norfolk, Virginia from March 31 - April 2, 2022. [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 will take place in Jacksonville from October 21-23, 2021. [Web](#) · [Facebook](#) · [Twitter](#)

**FLAG:** Georgia's 2022 conference will be held at the August Marriott & Convention Center, March 4-5, 2022. FLAG 2022 will be held in Augusta. [Facebook](#) · [Twitter](#)

**KWLA:** Kentucky teachers heard from 2021 ACTFL TOY & 2020 SCOLT TOY Elena Kamenetzky at their Spring Workshop on April 17, 2021. [Web](#) · [Facebook](#) · [Twitter](#)

**LFLTA:** Stay tuned for more information about upcoming events in Louisiana. [Facebook](#) · [Twitter](#)

**MFLA:** Stay tuned for more information about upcoming events in Mississippi: [Web](#) · [Facebook](#) · [Twitter](#)

**FLANC:** North Carolina's annual fall conference will take place in Durham, October 7-9, 2021. [Web](#) · [Facebook](#) · [Twitter](#)

**SCFLTA:** South Carolina held its conference virtually on February 20, 2021 with exclusive access to recordings & bonus materials for members. [Web](#) · [Facebook](#) · [Twitter](#)

**TFLTA:** Student entries into Tennessee's World Language Contest are due June 1, 2021. The annual conference will be held November 5-6, 2021. [Web](#) · [Facebook](#) · [Twitter](#)

**TFLA:** Texas held its annual meeting November 21, 2020. Stay tuned for upcoming events: [Web](#) · [Facebook](#) · [Twitter](#)

**FLAVA:** Virginia held its spring mini-conference on March 27, 2021. Keep informed for future events and conferences. [Web](#) · [Facebook](#) · [Twitter](#)

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



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