



2023
ACTFL & LCF
AWARDS

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ACTFL Past President and Ceremony Presider



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THE 2023 ACTFL RESEARCH PRIORITIES PROJECT

Miriam Akoto, Sam Houston State University, with **Mimi Li**, Texas A&M University-Commerce: Exploring collaborative assessment of digital multimodal composition in the foreign language learning context

Erin Fell, Georgetown University: Reading (difficulties) in the elementary school classroom: L1 dyslexia interventions and L2 reading development

Julia Goetze, University of Wisconsin -Madison: Exploring teacher emotions and instructional behaviors in social justice-oriented foreign language (FL) classrooms

Liling Huang, Boston University; University at Buffalo: Empowering Novice Chinese learners' transformative learning through Critical Virtual Exchange: A multimodal translanguaging approach

Yeji Kim, University of Missouri: Asian American and migrant teachers' translanguaging pedagogies and praxis for multilingual children in urban bilingual schools

Miao Li, University of Houston, with **De He**, Utah State Board of Education: Specific reading difficulties in dual language learners

Mimi Li, Texas A&M University-Commerce: World language educators' experience on using ChatGPT for teaching: A narrative inquiry

Marie Mangold, University of Minnesota: The impact of pronunciation instruction on global constructs: The case of L2 Spanish

Hitoshi Nishizawa, University of Hawaii: Perceptual adaptation to foreign accents by second language learners

Lini Ge Polin, University of North Carolina at Chapel Hill, with **Li Yang**, Kansas State University: Incorporation of guided self-assessment and OPI into a Chinese Heritage Language curriculum

Tracy Quan, University of Colorado Boulder: Creating a Spanish as a Heritage Language curriculum: A critical needs analysis at a predominantly white institution

Zhongfeng Tian, Rutgers University-Newark, with **Wenyu Guo**, University of South Florida: Fostering Multiracial Solidarity through Antiracist Translanguaging pedagogy: Integrating Asian American children's literature in a Chinese immersion program

Charlize Wang, with **Francis Troyan**, The Ohio State University: Culturally sustaining pedagogy in world language education: Challenges and opportunities

ACTFL LEO BENARDO AWARD FOR INNOVATION IN K-12 LANGUAGE EDUCATION

K-16 Global Education Initiatives Across Indiana, a program jointly developed and supported by the University of Indiana Bloomington's School of Education and the Hamilton Lugar School of Global and International Studies, is an exemplary illustration of what is possible when strong leadership collaborates with K-12 and university partners. Dr. Vesna Dimitrieska, the coordinator of Global World Language Education, infuses international perspectives into her work with not only pre-service and beginning World Language educators, but also experienced educators as well as principals, superintendents, and school board members.



RECIPIENT

Vesna Dimitrieska
University of Indiana -
Bloomington

CHAIR

Veronica Trapani-
Huebner
Washington Office of
Superintendent of Public
Instruction

Dr. Dimitrieska supports dual language immersions programs by providing workshops, webinars, week-long Summer Institutes, and the creation of a network of DLI administrators and teachers throughout Indiana. In 2023, Dr. Dimitrieska headed a DLI Summer Institute that included 50 attendees from 18 school districts around the state. Sessions during the weeklong institute included lesson planning for the dual language classroom, biliteracy instruction, and proficiency of DLI students.

Beyond her work with language education professionals, Dr. Dimitrieska involves herself with the local communities she supports, from attending Parents' Nights to speaking at community town halls. Her focus has always been on engaging and supporting underserved student and family populations.

-Veronica Trapani-Huebner, Chair

I am overwhelmed with gratitude to have been selected to receive the 2023 Leo Benardo Award for Innovation in K-12 Language Education. This award emphasizes the role innovation plays in fostering multilingualism in our students. To be globally ready in today's interdependent world, every student should be bilingual and have access to early and quality language learning. Language learning should be a basic right and not a privilege of select few.

As a language learning advocate and coordinator for global education initiatives, I have supported the growing number of dual language programs across Indiana and the nation, promoted the benefits of multilingualism, and worked to provide equitable access to all language learners. Learning and speaking a new language should not be an exceptional achievement but a fundamental one.

Thank you ACTFL and the Awards Committee for this award.

-Vesna Dimitrieska

ACTFL-NFMLTA/MLJ EMMA MARIE BIRKMAIER AWARD FOR DOCTORAL DISSERTATION RESEARCH IN WORLD LANGUAGE EDUCATION

Bilingual but not biliterate: The literacy of heritage language learners (University of Delaware)

Dr. Ye Shen's research examines language and literacy development of bilinguals who speak but often do not read in their native language. She first investigated the reading-writing connection among linguistically diverse adult heritage language learners, finding that HLLs scored comparably to monolinguals in reading and spelling. She then examined the cross-modal reading-writing connection and bidirectional cross-language transfer among young HLLs of Mandarin Chinese. Despite receiving formal schooling in their L2, learners showed a stronger reading-writing connection in their L1 than their L2. Dr. Shen then examined differences in the neurobiological reading networks of HLLs and monolingual children. No differences in L2 reading ability were found between HLLs and monolinguals, though among HLLs, better L2 reading scores were positively related to stronger functional connectivity between reading and language control areas.

Dr. Shen's research challenges views of bilingualism that advocate English-only instruction in the United States. It suggests that speaking a heritage language does not hinder, and likely supports, HLLs' English acquisition. The finding that reading and writing are connected in learners' first and second languages suggests that educational efforts should focus on using reading to teach writing, and vice versa.

- Tasha Austin and Julie Foss, Co-Chairs

I am deeply honored and grateful to receive the prestigious ACTFL-NFMLTA/MLJ Emma Marie Birkmaier Award for Doctoral Dissertation Research in World Language Education. I truly appreciate the work of the selection committee for acknowledging the effort, dedication, and innovation I put into this work.

This accomplishment wouldn't be possible without the guidance of my advisor and my dissertation committee, the support of my peers and family, and all the resources and funding provided by my institution (University of Delaware), as well as the support I received from the AERA-NSF Dissertation Grant, APA Dissertation Award, APA Division 15 Dissertation Award, and the NFMLTA-MLJ Dissertation Support Grant. As I look forward, this honor inspires me to continue pursuing excellence in research and making meaningful contributions to understanding how to best serve millions of heritage language learners in the U.S. Thank you once again for this incredible recognition.

-Ye Shen



RECIPIENT

Ye Shen
The Ohio State University

CO-CHAIRS

Tasha Austin
University at Buffalo (NY)

ACTFL NELSON BROOKS AWARD FOR EXCELLENCE IN THE TEACHING OF CULTURE

On behalf of the committee, it is our great pleasure to award the Nelson Brooks Award for Excellence in the Teaching of Culture to Ms. Rebekah Bray Rankin, French teacher, and Exchange Coordinator at the Lexington High School (MA). Beckie's dedication to fostering intercultural competence in her French language class is exemplary. She skillfully integrates global themes, emphasizing culture, and seamlessly weaves in social justice topics and social-emotional learning using a wide array of diverse authentic materials. Her unit on women's historical struggles in the francophone world, advocating for equality, showcases her innovative teaching. Beckie's approach serves as an inspiration to her colleagues and contributes significantly to enhancing students' intercultural competence across the Lexington World Language Department.



RECIPIENT

Rebekah Bray Rankin
Lexington High School
(MA)

CHAIR

Na Li
University at Buffalo (NY)

Beyond her classroom, Beckie launched the Francophone Exchange Program a decade ago. This immersive program enables students to collaborate with local peers on global diversity research projects with real-world applications and gain insights from different perspectives. Graduates of this program credit Beckie with empowering them to embrace multifaceted identities, profoundly impacting their personal and professional lives. Beckie's impact extends to her publications, workshops, and presentations at various levels and to her service in state and national professional organizations, where she champions cultural awareness and intercultural competencies. Congratulations, Beckie, on receiving the Nelson Brooks Award. Your unwavering commitment to world language education, diversity, and intercultural understanding is an inspiration to us all.

-Na Li, Chair

I am honored to receive the 2023 ACTFL Nelson Brooks Award. Finding joy by following former students on their journeys and sharing my own experiences with my communities, I wholeheartedly recommend a foundation of culture to foster empathy and action in tomorrow's leaders. There is power in interacting with authentic resources, discovering multiple ways of being and doing, and engaging in global opportunities. Whether through our Polynesian pen pals, our emails with film directors, our exchange with Neuchâtel, or our DMs with an inclusive typographer, my students discover practices through inviting more people to the proverbial table, learn about perspectives through asking curious questions and listening, and see the richness of products in looking beyond their bubble.

I am grateful to my students, their parents, and my professional colleagues for their affirming recommendations, to my boss for her continuous support, to my husband for his understanding of my hobbies, and to ACTFL for recognizing my impact on students and the francophone community.

-Rebekah Bray Rankin

ACTFL EDWIN CUDECKI AWARD FOR SUPPORT FOR LANGUAGE EDUCATION

Monsieur Mathieu Ausseil, former Attaché de coopération éducative /Education Attaché at the Embassy of France in Washington, DC, has exhibited all of the important traits and characteristics of the ACTFL Edwin Cudecki Award for Support for Language Education. Edwin Cudecki's active professional life was characterized by the promotion of stronger ties between world language education and the constituencies from which it draws its support and which it serves.



M. Ausseil assumed his role at the French Embassy several months before the COVID pandemic, and his entire appointment was during the pandemic. That did not stop him from supporting the French language and culture throughout the US. One of his most impactful programs was the development and launching of the “Multi-State Pathways to Teaching French” as part of the “French for All” initiative of the French government to recruit heritage and native speakers as teachers.

-Brandon Locke and Catherine Ousselin, Presenters

Words fail me to express how honored and humbled I am to receive the Edwin Cudecki Award for Support for Language Education. Though I understand that this award is bestowed personally, it is only on behalf of the Embassy that I can accept it, as the actions I have undertaken were only made possible thanks to the support of all my colleagues. The work we have collectively accomplished has culminated in President Emmanuel Macron's launch of the French for All initiative during the recent State Visit to the US. Its primary objective is to enhance the teaching of the French language in the U.S., with the aim of democratizing access to foreign language education. Presently, only 20% of K12 students have the opportunity to study at least one foreign language course, and we aim to make it a right for all students.

Endowed with \$5 million raised from private partners, French For All consists of 5 grant making programs that support:

- 1- Bilingual French language instruction in public schools.
- 2- The initial training of 100 new French teachers every year, the majority of whom are native Francophones who have recently immigrated to the United States and aspire to a teaching career.
- 3- A provision of 100 scholarships for American language assistants in France, enabling them to accumulate transferable credits toward Master of Arts in Teaching French in partner American universities.
- 5- Support for university-level French language education to ensure the preservation of language instruction in all universities through seed funding for innovative projects.

These programs are by no means a creation of the French government, but the result of continuous collaboration with ACTFL, AATF, JNCL, NCSSEFL, NADSLF, and all. None of this would have been possible without them. Education is one of the areas in which exchanges can only enrich one another, and I am deeply honored to have been a temporary facilitator of these exchanges between our two countries. I sincerely thank you for this award and hope that our paths cross again, sooner rather than later.

-Mathieu Ausseil

RECIPIENT

Mathieu Ausseil
French For All

AWARDED BY

ACTFL Board of Directors

PRESENTED BY

Brandon Locke
Anchorage School District
(AK)

Catherine Ousselin
Mount Vernon High School
(WA)

THE DR. PATRICIA (PATTIE) DAVIS-WILEY AWARD

The Language Learning for Children Special Interest Group is honored to announce the inaugural Dr. Patricia (Pattie) Davis-Wiley Award. Dr. Wiley was an incredible educator, colleague, mentor, presenter and advocate for early language learning. While we are deeply saddened by her passing, we are thrilled to establish an annual award to commemorate and celebrate her legacy. We are honored to announce this year's winner, Lynn Fulton. When looking through the applications for the inaugural award, it was clear that Lynn embodied many of Pattie's qualities. Both Pattie and Lynn have dedicated their lives to the betterment of our profession without hesitation and with such tremendous passion. Dr. Wiley and Lynn are fierce advocates for early language learning and their dedication knows no bounds. While the list of Lynn's accomplishments is a remarkable one, I would like to share a select few of which I believe Dr. Wiley would be most proud of. Lynn has facilitated collaboration with both Latin American and Chinese American communities so children can have both an authentic cultural and language experience. Another celebration of Lynn's dedication is that her initial cohort of dual language immersion students (that started in kindergarten) will graduate from high school with upper division university coursework already completed, meaning they will only need to take a few courses to complete a minor degree! In her current position at the Delaware Department of Education, Lynn has played a major role in advocating for a statewide initiative to create a multilingual workforce and thus creating a generation of children proficient in at least two languages. Lynn is an exemplary candidate Lynn, we are honored to present you with the Dr. Patricia (Pattie) Davis-Wiley Award. Congratulations!

-Laura Deighan, Chair

I am deeply honored to accept the Dr. Patricia Davis-Wiley Award, a recognition that holds special meaning for me, as I interacted with Pattie first in the SCOLT region and later in the LLC SIG. Pattie was a dedicated educator, advocate, and mentor to many. I can only hope to carry forward her legacy in my ongoing work with early language learning. This award is not just a recognition of my work; it represents the collective effort of countless individuals who share my passion for fostering language development in young learners. Language is a bridge that connects peoples and opens doors to endless opportunities, and I am grateful to contribute to this crucial endeavor. I would like to express my gratitude to the selection committee for this honor, and to everyone who has supported and collaborated with me on this journey. I am deeply committed to this field, and this honor further motivates me to work towards a world where every child has access to quality early language programs.

-Lynn Fulton



RECIPIENT

Lynn Fulton
Delaware Department of
Education

AWARDED BY

ACTFL Language Learning
for Children (LLC) SIG

PRESENTED BY

Paul Garcia
University of Kansas,
(Retired)

Kelly Moser
Mississippi State University

LLC SIG COMMITTEE MEMBERS

Laura Deighan, Chair
Betsy Basom
Colleen Haggarty

ACTFL/LCF AWARD FOR EXCELLENCE IN DIVERSITY, EQUITY, AND INCLUSION IN THE CLASSROOM

The members of the DEI committee are unanimous in their decision that Daniel Verdugo of Ann Arbor Public Schools is our top candidate for the ACTFL/LCF Award for Excellence in Diversity, Equity, and Inclusion in the Classroom. Mr. Verdugo is an educator who cultivates inclusive atmospheres both within and beyond the classroom, mirroring the dynamic diversity of the community he serves. His application offers compelling proof of his commitment to advancing DEI principles in language education. Additionally, Mr. Verdugo is actively engaged in crafting curricula that promote DEI and advocating for DEI initiatives within his school district.

One recommender lauded Mr. Verdugo's "positive impact upholding the values of diversity and inclusion in his classes and our school community at large." A key feature of his work has been the *N! magazine*. The magazine is a classroom project of Huron High School that develops bilingual literacy as it invites students to reflect on some of the most pressing issues of their time. This magazine is a high-quality example of student engagement with focused editions on DEI. Mr. Daniel Verdugo wrote, "As a teacher, I understand my commitment to DEI as an invitation to reimagine the classroom; an opportunity -if seized- to transform education, ourselves and the world." He has realized this commitment with creative and inclusive approaches to language education.

*-Krishauna Hines-Gaither and Kimberly Winslow,
Co-Chairs*

Ladies and gentlemen, esteemed colleagues, I am deeply honored to stand before you today as we celebrate the ideals of Diversity, Equity, and Inclusion in our classrooms. I receive this award, not as recognition of my individual efforts, but on behalf of the school community of Huron High School and Ann Arbor Public Schools, for developing a DEI strategy at the heart of our school culture. In our roles as educators, we are not only teaching languages; we are bridging cultures and building connections. We understand how languages are unique windows into the world, and by fostering Diversity, Equity, and Inclusion, we embrace linguistic and cultural differences, and create an environment where all voices are not just welcomed but celebrated.

Thank you ACTFL and the Language Connects Foundation, for this honor, and let's keep championing Diversity, Equity, and Inclusion in our classrooms!

-Daniel Verdugo



RECIPIENT

Daniel Verdugo
Huron High School (MI)

CO-CHAIRS

Krishauna Hines-Gaither
Mount St. Mary's University
(CA)

Kimberly Winslow
Harnett County Schools
(NC)

ACTFL GLOBAL ENGAGEMENT INITIATIVE AWARD

Prof. Kaishan Kong and the “Intercultural Talk: Engaging Students Globally” are dazzling because of the breadth of activities. Students not only participate in virtual exchanges, but they also enjoy guest speakers, research opportunities, and cultural activities in the communities. Students learn to advocate for language learning, and they do so beyond the classroom. One would think that these exchanges would have been organized over a long period of time by a large team of workers, but the impressive fact is that Prof. Kong built most of the infrastructure herself in a relatively short time and with impressive community support. She has blended activities with others locally in Eau Claire and abroad among the various partners. The expressions of appreciation and gratitude from faculty, students, and community leaders all demonstrate the significant impact this program has had. Significantly, one alumnus of the Chinese program mentions the impact of graduating Summa Cum Laude, with degrees in Information Systems and International Systems, and a certificate in Transnational Asian Studies, and yet, the most impactful parts of his program was the exchanges and friendships that were built as part of his participation in Prof. Kong’s Chinese program. This student even continued as a Fulbright ETA in Taiwan. Indeed, Prof. Kong’s students are engaged globally!

-Orlando Kelm, Chair

I am honored and humbled to accept the 2023 ACTFL Global Engagement Initiative Award. The Chinese Program at the University of Wisconsin–Eau Claire is a growing and dynamic program that values intercultural learning within and beyond the classroom. This award is dedicated to all the students who have studied in the Chinese program.

Over the years, students in the Chinese program have actively engaged in communication with people from Chinese linguistic and cultural backgrounds, from guest speaker series to tandem learning, from participatory cultural celebrations to global virtual exchange. Such experiences aim to nurture intercultural citizenship among students and inspire them to bridge differences, promote intercultural empathy, and create positive changes in the world. This award reflects the continuous passion, compassion, and dedication of the faculty and students.

Lastly, I would like to thank the University of Wisconsin–Eau Claire and the Department of Languages for the support of the program.

-Kaishan Kong



RECIPIENT

The Chinese Program at
University of Wisconsin -
Eau Claire

ACCEPTED BY

Kaishan Kong
University of Wisconsin -
Eau Claire

CHAIR

Orlando Kelm
University of Texas - Austin

ACTFL GLOBAL ENGAGEMENT INITIATIVE AWARD

Imagine the experience of students who answer calls from over 200 immigrant detention centers. Nothing inspires a fight for human rights and justice more than putting a personal face, name, and story to the plight of those who find themselves in detention centers. Prof. Vivian Brates and the “Advanced Spanish Service Learning: Migration, Asylum, and Human Rights at the Border” is amazing because it exemplifies actual community involvement. Students are involved in real-world interactions and contribute to the resolution of real-world problems. The students who participate come away with life-changing feelings about immigrants, and their use of language in natural settings is astounding. There is a 100% mutual benefit for all: for the students, for the immigrants who call the hotline, and for the community organizers. Prof. Brates creates the perfect scenario for students to feel a human connection to those who traditionally are merely a statistic. What can be more satisfying than to hear a student say, “I learned how to engage in thought-provoking conversations in Spanish around the topic of immigration.”

-Orlando Kelm, Chair

Today’s students crave experiences that allow them to effect real change, engage with the world’s most pressing issues, and stand as advocates for justice. Students in our program volunteer for a national hotline answering calls from immigrants and asylum seekers from more than 200 detention centers.

Among other things, our students help Spanish-speaking people in detention find legal support, reconnect with their families, report abuse, and expose dehumanizing conditions. The hotline receives thousands of calls per month from immigrants who speak 80 different languages and are from 148 countries. Most calls come from people originally from Mexico, El Salvador, Honduras, Guatemala, Haiti, Ghana, Nigeria, Jamaica, India, and the Dominican Republic. Civic action starts by developing empathy. This cannot be achieved through academics alone. I have had the privilege to partner with organizations--such as Dilley Pro Bono Project and Freedom for Immigrants--that have provided the essential framework for our students to address real-life needs.

I extend my deepest gratitude to ACTFL and the Committee for their unwavering dedication to promoting global engagement through language education and for recognizing our work. Our students’ voices and actions hold the power to create a brighter and more inclusive world for all.

-Vivian Brates



RECIPIENT

Advanced Spanish Service
Learning: Migration,
Asylum, and Human Rights
at the Border

ACCEPTED BY

Vivian Brates
Stanford University (CA)

CHAIR

Orlando Kelm
University of Texas - Austin

ACTFL GLOBAL ENGAGEMENT INITIATIVE AWARD

Prof. Liling Huang has done an exceptional job in managing virtual exchanges and global engagement programs with “Glocal Engagement: the Critical Virtual Exchange and the Linguistic Landscape Fieldwork.” These activities include everything from talking about news editing projects to linguistic and cultural diversity projects. Students are involved in storytelling, but they also engage in discussions to reshape stereotypes. Prof. Huang further conducts activities that are specific to student proficiency levels, engaging over 300 students from Boston University. Even more impressive, these activities have been sustained for over 7 semesters. Through her efforts, Prof. Huang has designed engaging learning activities that are aimed at enhancing student language skills and also reshaping their perceptions and preconceptions. One student remarked, “I think there is a lot of hatred and stigma towards China because of political tensions, but being able to communicate, I have been able to move beyond these tensions. I am glad [for what] the virtual exchange project provided.” Wouldn’t it be fantastic if everyone could have a similar experience! Prof. Huang’s accomplishments serve as a valuable guide for other language professionals who are interested in developing VE programs.

-Orlando Kelm, Chair

With gratitude, I humbly accept the 2023 ACTFL Global Engagement Initiative Award. The recognition of the Critical Virtual Exchange projects and the Linguistic Landscape Fieldwork, for their impacts in fostering Chinese and intercultural learning through community engagement, both locally and globally, is deeply appreciated. Special thanks to my wonderful colleague, Ms. Jingjing An, from Tianjin University of Technology. Our partnership has been pivotal in these initiatives, which continuously challenge learner assumptions and develop their transcultural competence over the past years. I extend heartfelt gratitude to Professor Erin Kearney, for her exceptional guidance and unwavering support, as well as to Professor Gisela Hoecherl-Alden, for her enduring inspiration and invaluable advice. I am grateful to my department chairs and colleagues at Boston University, with whom I’ve had the privilege of working and who inspire me daily. Appreciation extends to my students, who trust in transformative learning, embracing localized cultures and diverse perspectives.

-Liling Huang



RECIPIENT

Glocal Engagement: the
Critical Virtual Exchange
and the Linguistic
Landscape Fieldwork

ACCEPTED BY

Liling Huang
Boston University (MA)
University at Buffalo (NY)

CHAIR

Orlando Kelm
University of Texas – Austin

LCF/KLETT AWARD FOR SUSTAINABLE DEVELOPMENT EDUCATION IN THE WORLD LANGUAGE CLASSROOM

We are pleased to recognize Kathleen Forrester, University of Michigan for her intermediate-level, content-based course, "Spanish 232: Environmental Issues" with the LCF/Klett Award for Sustainable Development Education in the World Language Classroom. Dr. Forrester creates a dynamic learning opportunity for her students using multimodal materials and guest lectures as the basis for her sustainability-themed content. Dr. Forrester prioritizes diverse perspectives by centering the work of Indigenous people, Afro-Latinos, women activities, and student activists as the "climate heroes" that structure each of the units. Each unit explores one or more SDG, including Clean Water and Sanitation (SDG 6), Affordable and Clean Energy (SDG 7), Gender Equality (5), and Sustainable Cities and Communities (11). Over the course of the semester, students have opportunities to extend their learning beyond the classroom via guest lectures and an innovative final project that links students' daily lives with topics explored in class.

Dr. Forrester's students speak enthusiastically about the course's impact. One student writes that the course, "[has] informed my own daily habits and behaviors: my travels and cultural engagements, my efforts toward responsible consumption, and my beliefs about activism and justice." Another student writes, "I exited [the] course with a deeper understanding of social issues across the world, equipped with a heightened ability to communicate with a broader range of the planet's residents."

-Divya Chaudhry and Sandra Valnes Quammen, Co-Chairs

I would like to thank the ACTFL leadership, Klett World Languages, and the Language Connects Foundation for this award. This is a tremendous honor for me, and I am so grateful to be recognized in this way. I would also like to extend my heartfelt appreciation to Marlene Beiza Latorre, my wonderful colleague and collaborator on this project, and to my former students for writing me such kind and generous letters of support. The UNs 17 Sustainable Development Goals provide us with an opportunity to raise awareness of global issues and to foster empathy and social responsibility in our students. In addition, learning about real-life sustainability heroes inspires us to face the challenges of the present as well as the uncertainties of the future with courage and agency. I am thrilled and very motivated to be a part of the group of educators who blend Sustainable Development Education and World Languages!

-Kathleen Forrester



RECIPIENT

Kathleen Forrester
University of Michigan

PRESENTED BY

Patrick Wallace
Kathryn Miner
Klett World Languages

CO-CHAIRS

Divya Chaudhry
Vanderbilt University (TN)
Sandra Valnes Quammen
Duke University (NC)

LCF/KLETT AWARD FOR SUSTAINABLE DEVELOPMENT EDUCATION IN THE WORLD LANGUAGE CLASSROOM

We are honored to recognize Heidi Lechner, German teacher and Instructional Coach at Libertyville High School for her profound commitment to fostering a culture of sustainability within her German classrooms. As an educator, innovator, and advocate for sustainable education, Heidi embodies the qualities that this award seeks to honor. Her commitment to sustainability is clearly evident in her meticulously crafted German curriculum, where she ingeniously incorporates the 17 SDGs across various levels of German. One of Heidi's notable accomplishments is her establishment of meaningful connections between her students and German-speaking peers across the world. Through platforms like Flipgrid, Padlet, Boomalangi, and TalkAbroad, she facilitates impactful cross-cultural conversations that broaden her students' perspectives and deepen their understanding of global issues. Heidi's innovative assessments, such as "one-pagers" integrating current events, SDGs, and diverse perspectives, ignite students' critical thinking and global consciousness. Her students attest to the transformative power of her methods. One student writes, "Through incorporation of the SDGs in class Frau Lechner has taught us how to view singular issues through multiple different perspectives, to view them within the scale of the whole world through analyzing news and other media... Our German lessons have taken us beyond our classroom and into the wider world through the SDGs."

*-Divya Chaudhry and Sandra Valnes Quammen,
Co-Chairs*

I am deeply honored to accept the 2023 LCF/Klett World Languages Award for Sustainable Development Education in the World Language Classroom. I want to express my heartfelt gratitude to the committee for recognizing the efforts I've made in integrating sustainable development education into my German high school curriculum at Libertyville High School. One of the most rewarding aspects of my journey has been seeing my students expand their horizons, discuss complex global issues with empathy, and understand the interconnectedness of our world. This award reaffirms the importance of sustainable development education and encourages me to continue my mission of nurturing future leaders who are socially responsible and committed to making a positive impact on our world. I want to extend my sincere gratitude to my colleagues, students, and the community for their unwavering encouragement in these endeavors. Thank you.

-Heidi Lechner



RECIPIENT

Heidi Lechner
Libertyville High School (IL)

PRESENTED BY

Patrick Wallace
Kathryn Miner
Klett World Languages

CO-CHAIRS

Divya Chaudhry
Vanderbilt University (TN)
Sandra Valnes Quammen
Duke University (NC)

LCF/KLETT AWARD FOR SUSTAINABLE DEVELOPMENT EDUCATION IN THE WORLD LANGUAGE CLASSROOM

The Global Classroom Project in Fairfax County Public Schools (FCPS), Fairfax County, Virginia is a true model for collaborative, global problem solving focused on the United Nations Sustainable Development Goals. The FCPS Global Classroom Project (GCP) uniquely combines language acquisition and global competence development, with Portrait of a Graduate skills and action towards the United Nations Sustainable Development Goals (SDGs) by partnering teachers and students in FCPS with classrooms in other countries. FCPS World Language teachers who participate in the GCP inspire creativity and collaboration among their students and colleagues.

The innovative approach to using the target language instead of merely teaching it fosters a spirit of curiosity and exploration in their classrooms. The FCPS Global Classroom Project is exemplary in fusing language acquisition with global competency development skills. This model program equips students with essential life skills, preparing them with the much needed linguistic and socio-intercultural skills to be successful and career ready in a global world. They have been extraordinarily creative in how they've incorporated voices from classrooms around the world into their program, and they've embraced the chance to partner with outside organizations that will take their program to the next level.

*-Divya Chaudhry and Sandra Valnes Quammen,
Co-Chairs*

On behalf of the Global Classroom Project Team, I am deeply honored to accept the inaugural LCF/Klett Award for Sustainable Development Education in the World Language Classroom. This recognition is a testament to the incredible dedication of FCPS language teachers and their international partners who bring the GCP to life, inspiring authentic language and intercultural development through student-led global action.

As language educators, we have a responsibility to nurture linguistic proficiency and intercultural dispositions. The United Nations Sustainable Development Goals offer us an engagement framework, fusing content, language development, global collaboration, and action toward a more sustainable, interconnected world. This award inspires us to continue empowering the next generation; competent to collaborate across linguistic and cultural differences and address pressing issues facing our planet.

Thank you, Language Connects Foundation and Klett, for your visionary support. Thank you to all educators who inspire students to become linguistically and interculturally competent global citizens.

-Beatrix Preusse-Burr



RECIPIENT

The Global Classroom Project in Fairfax
County Public Schools
(VA)

ACCEPTED BY

Beatrix Preusse-Burr
Andrea Martin-Jones
Fairfax County Public Schools (VA)

PRESENTED BY

Patrick Wallace
Kathryn Miner
Klett World Languages

CO-CHAIRS

Divya Chaudhry
Vanderbilt University (TN)

Sandra Valnes Quammen
Duke University (NC)

NNELL AWARD FOR OUTSTANDING SUPPORT OF EARLY SECOND LANGUAGE LEARNING

Dr. Tracy Vik has been selected for the 2023 NNELL Award for Outstanding Contributions to Early Language Learning for her exceptional dedication and outstanding support of early second language learning. Dr. Vik's remarkable contributions and unwavering commitment to language education make her an ideal candidate for this prestigious recognition. As the Principal of the Sonia Sotomayor Immersion School in Sioux Falls, South Dakota, Dr. Vik has demonstrated her commitment to quality early language learning and teaching.

Her leadership extends beyond her school, as she served as the NNELL State Rep. for South Dakota and collaborated with other state representatives to advocate for early language learning and the Seal of Biliteracy. Dr. Vik's advocacy efforts have resulted in a two-way Spanish immersion program in her school district, providing opportunities for native English and Spanish speakers to become bilingual and biliterate. Her recognition exemplifies her dedication to creating a robust early language program as a National Blue Ribbon School in 2022, a testament to the program's success in producing high-achieving students in both English and Spanish. Furthermore, Dr. Vik's tireless advocacy has led to significant progress in obtaining the Seal of Biliteracy for South Dakota, with a commitment from the new Secretary of Education to make it a reality by spring 2024. Dr. Vik's impact extends beyond her school and state as she collaborates with the Lakota Language initiative to revive indigenous languages and promote cultural preservation in underprivileged communities. Her exceptional leadership and support for early language educators were further demonstrated by securing funding for over 22 educators to participate in the NNELL Summer Summit, fostering their professional growth in early language teaching. Dr. Tracy Vik's commitment to early language learning and teaching, her advocacy efforts, and her dedication to enriching language education make her deserving of the 2023 NNELL Award.



RECIPIENT

Tracy Vik
Sonia Sotomayor
Immersion Elementary
School (SD)

PRESENTED BY

Edgar Serrano
National Network for Early
Language Learning
(NNELL) President-Elect

NNELL COMMITTEE MEMBERS

Edgar Serrano, Chair
Mandi Davis
Joelle Jones
Kathy Olson-Studler

-Edgar Serrano, Chair

I am humbled and honored to accept the prestigious 2023 NNELL Award for Outstanding Support of Early Second Language Learning. This recognition is a testament to the dedication, hard work, and collaborative efforts of our entire school community, including our exceptional students, dedicated educators, supportive parents, and committed staff. I was blessed to open the first (and only) full Spanish immersion school in South Dakota. Our students and staff keep proving what an amazing gift it is to be bilingual and biliterate! This award serves as a validation of our school's continuous pursuit of excellence in education and the high standards we set for ourselves. It reinforces our belief in the power of language learning to transform lives and shape a brighter future for our students and society at large. I would like to express my heartfelt gratitude to NNELL for recognizing me and my school's contributions and achievements.

-Tracy Vik

ACTFL-NYSAFLT ANTHONY PAPALIA AWARD FOR EXCELLENCE IN TEACHER EDUCATION

Dr. Kelly Arispe is Associate Professor of Spanish at Boise State University and the Program Coordinator for French, German, and Spanish Education Majors for over 11 years. She has additionally served as the Graduate Director for the Computer Assisted Language Learning (CALL) Certificate which she created four years ago. Dr. Arispe has been a pioneer and advocate for Open Education Resources (OER) for World Languages Instruction, supported by her multiple prestigious grants. She offers pedagogical workshops and keynote addresses that provide language teachers with hope and free instructional materials with her customizable courseware created and shared by preservice and in-service teachers together.



RECIPIENT

Kelly Arispe
Boise State University (ID)

CHAIR

Paula Garrett-Rucks
Georgia State University

Her nominee letter described Dr. Kelly Arispe's "leadership, active participation, intelligence, grace, and significant contributions to World Language education," and highlighted the fifteen voices in her three supporting letters from: (1) local school administrators, (2) in-service teachers, and (3) former students who are now professional educators. Former students described how Dr. Arispe "tore down the walls and completely recreated the curriculum [of] teaching methods courses, based on ACTFL core principles of proficiency" in a way that "elevates us all." Another voice emphasized how Dr. Arispe "lifts teacher candidates, educators and colleagues [...] where we desperately need the boost." Accordingly, Dr. Arispe is deserving of recognition for her ongoing excellence in teacher education.

-Paula Garrett-Rucks, Chair

I am deeply humbled and grateful to receive the prestigious 2023 ACTFL-NYSAFLT Anthony Papalia Award for Excellence in Teacher Education. I share this honor with my dear colleagues and personal support team, my friends and family, who are my lifeline. The truth is, this work is the best work. To be a teacher educator is to be ruthlessly curious and laser-focused on responding to community needs. Which means, I get to be a life-long learner and advocator of positive change. Effective teacher education takes time and is built through trust and respect. To have earned the trust and respect of my colleagues and teachers in my state of Idaho is the greatest honor and a privilege I take incredibly seriously. I am excited and hopeful about the work we continue together. Finally, I extend my heartfelt appreciation to ACTFL-NYSAFLT for this recognition and celebrate with all the recipients being honored.

-Kelly Arispe

ACTFL-NFMLTA / MLJ PAUL PIMSLEUR AWARD FOR RESEARCH IN WORLD LANGUAGE EDUCATION

"Is English the Culprit? Longitudinal Associations between Students' Value Beliefs in English, German, and French in Multilingual Switzerland"
(The Modern Language Journal)

This article examined the relations between Swiss German students' value beliefs in English, French, and German in secondary schools over three years. The authors studied whether the value beliefs developed differently in multilingual versus monolingual students. They found the development of motivation to be interrelated. Although students' initial higher valuing of English might have led to declines in their value beliefs for the other languages over time, increases in value beliefs for English were associated with increases in value beliefs for French and German. The authors underscored the importance of greater collaboration to consider the interrelatedness of student motivation for different language subjects as well as the importance of finding solutions to minimize the imbalance between languages in schools. The committee selected this article because it filled a gap in the literature on learning motivation, it followed participants over a significant period of time, and it offered strong implications for practice.

-Kristin Davin and Dick Kuettner, Co-Chairs

We are delighted that we have been awarded the 2023 ACTFL-NFMLTA/MLJ Paul Pimsleur Award for our article titled 'Is English the Culprit? Longitudinal Associations Between Students' Value Beliefs in English, German, and French in Multilingual Switzerland' (published in *The Modern Language Journal*, 2022). We extend our gratitude to the Swiss National Science Foundation and UZH Candoc (University of Zurich) for funding our research project. We would also like to acknowledge the editorial board from *The Modern Language Journal* for nominating our work, and express appreciation to the award committee for selecting our article.

Our study sheds light on the interconnectedness of language learning motivation, highlighting the importance of collaborative approaches among educators to address students' motivational dynamics and minimize potential imbalances between languages. We hope that our article will stimulate further research into students' motivations and experiences with language learning, fostering more cooperative strategies in foreign language teaching.

-Oana Costache, Eva S. Becker, and Thomas Goetz



RECIPIENTS

Oana Costache
Dutch Center for
Language Education

Eva S. Becker
University of Cologne
(Germany)

Thomas Goetz
University of Vienna
(Austria)

CO-CHAIRS

Kristin Davin
University of North
Carolina - Charlotte

Dick Kuettner
Washington and Lee
University (VA)

ACTFL WILGA RIVERS AWARD FOR LEADERSHIP IN WORLD LANGUAGE EDUCATION (POSTSECONDARY)

Dr. Aleidine (Ali) Moeller, Edith S. Greer Distinguished Professor of Teaching, Learning and Teacher Education at the University of Nebraska-Lincoln, over the course of her illustrious career, has remained firmly grounded by her deep commitment to learners. Author/editor of ten books and over 24 articles in just the past decade, Ali's intellect and her exemplary research on language assessment, intercultural teaching and learning, technology and language learning, learner goal-setting, and so much more have shaped the field and informed not only her work as a teacher educator and leader of professional development programs but also served as a foundation upon which other teacher educators can carry out their work. It is no surprise that Ali has been such a sought-after speaker worldwide and that she has been honored so regularly with prestigious awards and recognitions. She is an inspirational and clear-eyed leader, who embodies the principle that guided the work of Wilga Rivers herself: "First in all teaching comes the student". For her longstanding dedication and many contributions to teacher education, Dr. Moeller is a natural recipient of this award.

-Erin Kearney, Chair

I am deeply honored to be named the recipient of the Wilga Rivers National Award for Leadership in World Language Education. Having served 8 years in a Modern Languages department, 11 in urban schools, and 33 in a College of Education, it has been a career that provided an incredible sense of purpose and fulfillment. My vocation was indeed my avocation. The joy of seeing my learners moving from uhhh to ohh to ahh, as they internalized new understandings, concepts, and gained new skills that promoted interaction with diverse cultures, that fostered empathy and built bridges of communication across borders, was the greatest reward. My heartfelt gratitude to my colleagues, mentors, and students who inspired me throughout this journey, as this honor is a tribute to the collective dedication of colleagues in ACTFL, AATG, NCSSFL, and NILA, who share my passion for language education as a force for unity and understanding.

-Ali Moeller



RECIPIENT

Aleidine (Ali) Moeller
University of Nebraska -
Lincoln

CHAIR

Erin Kearney
University at Buffalo (NY)

ACTFL FLORENCE STEINER AWARD FOR LEADERSHIP IN WORLD LANGUAGE EDUCATION (K-12)

It is our honor to announce that the 2023 Florence Steiner Award for Leadership in World Language Education is awarded to Dr. Mark Linsky. As the World Language and Dual Language Immersion Specialist for the Savannah-Chatham County Schools, Mark has won multiple grants to bring expert World Language teachers to his district from around the world. Mark has served as a regional representative to the National Association of District Supervisors of Foreign Languages (NADSFL), is on the board of the Southern Conference on Language Teaching (SCOLT) and serves as a co-facilitator for the ACTFL Leadership Initiative in Language Learning (LILL) Cohort 5.



RECIPIENT

Mark Linsky
Savannah-Chatham County
Public School System (GA)

CHAIR

Milton Alan Turner
St. Ignatius School (OH)

“Dr. Mark Linsky is a true leader in the field of World Language education, and he is a fierce advocate for his students and teachers. Mark has spent his whole career being a leader, whether in the classroom or in language organizations like SCOLT and ACTFL.”
(Albert Fernandez)

“Dr. Linsky's visionary leadership and innovative initiatives have not only raised the standards of language instruction within our district but have also garnered attention and admiration at the state, regional, and national levels.” (Bertha Delgado)

- Milton Alan Turner, Chair

I am profoundly grateful and humbled to accept the prestigious Florence Steiner Award. To be recognized with an award that celebrates the memory of such an exceptional educator, mentor, and leader is a tremendous honor, and I am sincerely touched by this recognition.

I would like to express my heartfelt gratitude to the selection committee and to all of those who have supported and guided me throughout my career. Savannah-Chatham County Schools took a chance with me, and I am eternally grateful. It is through the collective efforts of dedicated educators that we can make a difference in the lives of our students, protégés, and colleagues. Finally, I want to thank my family and friends for their love and support during all stages in my career.

Thank you again for this incredible honor. I am deeply moved, and I look forward to continuing our collective journey towards excellence in language education.

-Mark Linsky

ACTFL/IALLT AWARD FOR EXCELLENCE IN WORLD LANGUAGE INSTRUCTION USING TECHNOLOGY (K-12)

This award is presented annually to recognize excellence in integrating and using technology in World Language instruction at the K-12 level. On behalf of the Awards Committee, it is our honor to congratulate this year's award winner, Ms. Christina Roe. Chrissy teaches Spanish at the Hoover City Schools in Alabama, both in-Person and virtually. Chrissy has been a leader in technology integration in the World Language classroom for the past 21 years.

In addition, she supports the Spain Park High School faculty with technology, where she helps staff, teachers, and administrators navigate and integrate technology into their work and curriculum area. She successfully helped students improve their language communication skills using tools like Google Suites, Flipgrid, EdPuzzle, Conjuguemos, and virtual reality. As an ACCESS Virtual learning teacher, Chrissy incorporates technology in an innovative way that engages students virtually and enhances their learning experience.

Chrissy has presented numerous times at regional and state conferences. Since the pandemic, she has taught free educator workshops and webinars and created many resources to support teachers. A nominator shared, "Ms. Roe's knowledge of and use of technology has had an immense impact on our students and teachers within our department and school. The ways that students learn have changed significantly in the last 20 years, and Ms. Roe has risen to the challenge to create and use technology in a very relevant way for our students." Congratulations, Chrissy.

-Elcie Douce and Nathalie Ettzevoglou, Co-Chairs

I am excited and very honored to accept this year's ACTFL/IALLT Award for Excellence in World Language Instruction Using Technology in the K-12 classroom. Over the past 20 years I have incorporated a wide range of technological tools and resources while adapting lessons to meet the individual needs of each student. I am more than grateful to work in a district and state that has allowed me the opportunity to continuously explore, investigate and implement emerging technologies. It is this consistent integration of innovative tools that enhances language programs, bridges cultural gaps, and allows us as teachers to meet our students wherever they may be. Through creative uses of technology, we are no longer limited to traditional educational methods but are able to open the doors of language instruction to any and every student that has a desire to learn!

-Chrissy Roe



RECIPIENT

Chrissy Roe
Spain Park High School
(AL)

CO-CHAIRS

Elcie Douce
Nyack Public Schools (NY)

Nathalie Ettzevoglou
Innovation Academy (GA)

ACTFL/CENGAGE/IALLT POSTSECONDARY AWARD FOR EXCELLENCE IN WORLD LANGUAGE INSTRUCTION USING TECHNOLOGY

On behalf of the Awards Committee, it is our honor to congratulate this year's award winner: Dr. Bobby Hobgood. Dr. Hobgood is the Director of the Language Resource Center in the Department of Languages and Culture Studies at the University of North Carolina at Charlotte. His use of digital technology in support of language teaching and learning and dedication to sharing his knowledge with others make him a leader in the field.

Dr. Hobgood has made an impact on language teachers throughout the country. At a national level, Dr. Hobgood has given many professional keynote and invited presentations across the country. At the state and regional level, Dr. Hobgood has served as President of SCOLT, where he facilitated a virtual conference in 2021.

Most important, however, is his profound impact on the faculty and students of UNC Charlotte. Dr. Hobgood supports students in constructing their own knowledge using digital technology. In addition, Dr. Hobgood supports faculty in their use of language learning technology, including supporting the transition to emergency remote instruction. His dedication to students, colleagues, and the profession nationwide, has increased our collective knowledge of how classroom technology and digital pedagogies align with the World-Readiness Standards for Learning Languages.



RECIPIENT

Bobby Hobgood
University of North Carolina
- Charlotte

CO-CHAIRS

Christopher Hromalik
Onondaga Community
College (NY)

Cory Duclos
Colgate University (NY)

-Christopher Hromalik and Cory Duclos, Co-Chairs

This award validates a mindset of empowering learning through technology, cultivated in the early years of my career. Since my first experience using a Macintosh computer to create electronic flashcards for French students, I have continued to explore, experiment, and engage learners in meaningful and authentic learning experiences. Today, my passion for language learning with technology continues to abound, but with a greater sense of balance between technology and humanity. The wonder and euphoria associated with the affordances of new tools or systems fuels my passion to investigate its potential for personal and professional transformation. I am grateful to ACTFL, Cengage, and IALLT for this award, not only as a recognition of my efforts, but as a testament to the importance of thoughtful technology integration to maximize human potential for language teaching and learning.

-Bobby Hobgood

ACTFL MELBA D. WOODRUFF AWARD FOR EXEMPLARY ELEMENTARY WORLD LANGUAGE PROGRAM

The Metropolitan School District of Lawrence Township is a strong advocate for early language learning. They first introduced elementary Spanish immersion programming at Forest Glen in 1994, adding a dual immersion component in 2009. To meet community needs and benefit both Spanish-speaking and monolingual English-speaking families, one and two-way immersion programming has since expanded to include six dual language elementary programs and two Spanish early language programs (Pre-K). Students can continue their bilingual education in middle and high school and receive a diploma from the Ministry of Education of Spain upon graduating from the immersion program.

The immersion program curriculum aligns with the ACTFL World Readiness Standards with proficiency targets that are set and assessed at each grade level in each mode of communication. To ensure continued excellence, program evaluations are conducted where community stakeholders, parents, teachers, administrators, and student voices are heard. Teachers in the dual language programs show dedication to their students and their craft. They meet with their monolingual colleagues in professional learning communities, collaborate with bilingual colleagues across the district, and attend or present at professional conferences. Students engage in service-learning opportunities and participate in language immersion events and cultural celebrations for their school and greater community as part of a program that promotes cultural awareness, biliteracy and global preparedness.

-Mandi Davis, Chair

We are deeply honored and humbled to accept the prestigious ACTFL Melba D. Woodruff Award for Exemplary Elementary World Language Programs. This recognition is a testament to the dedication and hard work of our incredible team, colleagues, and the entire educational community that supports our mission. The Melba D. Woodruff Award embodies the essence of excellence in elementary world language education, emphasizing the importance of fostering cultural understanding and language proficiency at an early age. It is a privilege to be acknowledged for our commitment to providing young learners with the tools to become global citizens, bridging cultural divides through the power of language.

We extend our heartfelt gratitude to ACTFL and the esteemed panel of judges for this incredible honor. This award will serve as a continued source of inspiration and motivation, propelling us to further innovate and elevate elementary world language education. Together, we will continue to create a brighter future for our students, one filled with rich linguistic diversity and global awareness. Thank you for this remarkable recognition.

-Shawn Smith



RECIPIENT

Metropolitan School
District of Lawrence
Township (IN)

ACCEPTED BY

Shawn Smith
Superintendent of Schools
(IN)

CHAIR

Mandi Davis
Open Window School
(WA)



CONGRATULATIONS 2023 AWARDEES

Thank you for joining us to celebrate excellence in our profession.

UPCOMING ACTFL & LCF AWARDS NOMINATIONS

The nomination period for all ACTFL & LCF Awards will reopen
online in Spring 2024

For details about ACTFL & LCF Award Criteria or Nominating
Procedures, please visit our websites at www.actfl.org and
www.languageconnectsfoundation.org

