

NFMLTA Awards and Grants Programs 2018–2019

As part of its outreach activities, the *National Federation of Modern Language Teachers Associations (NFMLTA)*, the governing organization of the *MLJ*, in cooperation with other professional organizations, particularly ACTFL and the National Council of Less Commonly Taught Languages (NCOLCTL), supports a number of award and grant opportunities. Please familiarize yourself with these opportunities and submit your applications and inquiries to the organizations and contact persons handling the competition.

For the year, 2018–2019, the following opportunities are available.

The ACTFL/NFMLTA/MLJ Paul Pimsleur Award for Research in Foreign Language Education

Nominations made by journal editors by May 28, 2018

The Paul Pimsleur Award for Research in Foreign Language Education was created in 1977 in response to the initiative of an anonymous donor as a memorial to Paul Pimsleur. Among the most prestigious awards in language studies, it is awarded to the author(s) of an outstanding research study in foreign or second language education published during the previous calendar year.

The award recognizes Pimsleur's contribution to the profession as an outstanding teacher, researcher, and expert on test creation and interpretation, work that lives on through the internationally established Pimsleur Aptitude Tests and the materials for independent language learning that he created.

Since 1989 recipients have received a \$500.– cash award, provided by the NFMLTA/MLJ.

Please note that there is no application process for this award; rather, ACTFL, which coordinates the award, solicits nominations from editors of scholarly journals in second and foreign language learning and teaching. Further information is available at

<https://www.actfl.org/about-the-american-council-the-teaching-foreign-languages/actfl-professional-awards/the-actfl-nfmltamlj-paul-pimsleur-award-research-foreign-language-education>

The ACTFL/NFMLTA/MLJ Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education

Application deadline: May 28, 2018

Established in 1980, the Emma Marie Birkmaier Award recognizes the author of a doctoral dissertation in foreign language education that contributes significantly to the advancement of the profession.

The award honors ACTFL's first president, a person who worked tirelessly in the creation of the association and its new programs, including the ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages and the ACTFL Review of Foreign Language Education (now known as the ACTFL Foreign Language Education Series). She was an outstanding teacher educator at the

University of Minnesota, Minneapolis–St. Paul, and her career influenced countless foreign language education students at that institution and practicing teachers across the nation.

Since 1989, the recipient has been awarded a \$500.– cash award, provided by the NFMLTA and the *MLJ*.

This competition is handled through ACTFL. Criteria for selection and details on the application process are available at

<https://www.actfl.org/about-the-american-council-the-teaching-foreign-languages/actfl-professional-awards/emma-marie-birkmaier-award>

NFMLTA/*MLJ* Dissertation Support Grants

Application deadline: February 1, 2019; notification of awards: March 1, 2019

Instituted in 2013, this award helps support graduate students in the fields of applied linguistics and language education at the dissertation writing stage. These grants can provide resources at any stage of dissertation writing, e.g., data gathering, data transcription, data analysis, or write-up of the findings.

Amount of award: \$2,500

Applications should be submitted electronically as PDF attachments to NFMLTA.president@gmail.com

Eligibility:

- By the application deadline, applicants must have completed all requirements for the Ph.D./Ed.D., except the dissertation.
- Applicants must have an approved dissertation proposal with, if applicable, an approved IRB.
- Applicants must be enrolled in a doctoral program at an institution of higher education in the United States; they need not be citizens or permanent residents.

A complete application includes:

- Applicant contact information: Name, physical address, e-mail address, name of applicant's institution of higher education
- Brief statement signed by the dissertation advisor/dissertation committee chair stating that the applicant has: successfully defended his/her dissertation proposal; the IRB process has been cleared (if appropriate to the study); the applicant has successfully completed all but the dissertation writing at the time of application for this grant.
- Proposed dissertation title and a description of the proposed research. The description should include: purpose of the study, theoretical framework(s), research questions, methodology, importance of the study, limitations, use of funding (maximum two pages, single spaced, Times New Roman 12)

Previous awardees cannot apply for this award.

NFMLTA/MLJ Travel Support Grants for Foreign Language Professionals (Including Graduate Students)

Application deadline: February 1, 2019; notification of awards: March 1, 2019

Instituted in 2017, this grant is intended to help defray the costs of conference attendance by foreign language professionals during the academic year 2018–2019. A maximum of 10 awards with a limit of \$1,000 of reimbursable expenses per awardee will be made. Earlier submissions are encouraged, as conference acceptances and cost information becomes available to applicants.

Application information:

- The application includes a brief narrative (250–300 words) that provides information on the applicant’s educational background and position, contextualizes the topic of the presentation in the applicant’s career, and indicates need for support in relation to other possible sources of support;
- Applicants must provide proof of acceptance of a conference presentation at a national, language-specific, or regional language conference during the current academic year;
- The presentation should be related to the professional/scholarly work of the applicant;
- Preference will be given to applicants who are attending a conference for the first time or are new members of the profession, including graduate students.

Reimbursement, against original receipts, is limited to \$1,000 per award recipient and should be requested within 30 days after the conference. Reimbursable expenses include conference registration, transportation (air, train, bus, cab, subway systems), and lodging, but not meal expenses. Receipts and supporting documentation must be received by December 30, 2019. Previous awardees cannot apply for this award.

Applications should be submitted electronically as PDF attachments to NFMLTA.president@gmail.com

The NFMLTA/NCOLCTL Graduate Students Research Support Award

Application deadline: February 1, 2019; Notification of award: March 1, 2019

Instituted in 2014 by the NFMLTA and the National Council of Less Commonly Taught Languages (NCOLCTL), this award supports graduate student research in the fields of applied linguistics and language education with small grants focused on the teaching and learning of less commonly taught languages (all languages except English, Spanish, French, and German). The

grants provide resources at any stage of dissertation writing, e.g., data gathering, data transcription, data analysis, or write-up of the findings.

Amount of award: \$2,500.

Awardees are expected to be members of NCOLCTL. The awards will be given at the Awards Ceremony during the annual NCOLCTL conference, 2019. Awardees are strongly encouraged to attend this event. A complete application includes:

- A two-page (500-word) application letter detailing the research and how the award will be used towards the research
- A two-page (500-word) curriculum vitae attachment

Proposals will be evaluated based on the following criteria:

- Purpose of the study
- Theoretical framework(s)
- Research questions
- Research methodology
- Importance of the study
- Limitations
- Use of funding

(Maximum two pages, single spaced, Times New Roman 12)

Applications should be addressed to: Chair, NFMLTA–NCOLCTL Research Awards, and emailed to secretariat@ncolctl.org

For further information about opportunities focused on the less commonly taught languages, please see the web site of NCOLCTL, <http://conference.ncolctl.org/awards/nfmlta-ncolctl-research-award>

Previous awardees cannot apply for this award.

2017 Awardees

The ACTFL/NFMLTA/MLJ Paul Pimsleur Award for Research in Foreign Language Education

SHOKO SASAYAMA, Georgetown University

“Is a ‘Complex’ Task Really Complex? Validating the Assumption of Cognitive Task Complexity”
Modern Language Journal, 100, 1, 231–254 (2016)

The ACTFL/NFMLTA/MLJ Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education

CLARE LUISA KNOWLES, Ph.D., University of Memphis

“Investigating Instructors Perceptions of Online Translation and Second Language Acquisition”

NFMLTA/MLJ Dissertation Support Grants 2017

YU KYOUNG SHIN, Georgia State University

"A new look at lexical bundles in native and nonnative English academic prose"

TIANYU QIN, Carnegie Mellon University

"Computerized dynamic assessment of L2 Chinese implicature comprehension"

MAGDA TIGCHELAAR, Michigan State University

"Assessing the validity of ACTFL can-do statements for spoken proficiency"

VALERIIA BOGOREVICH, Northern Arizona University

"Accent familiarity and cognitive processes of native and nonnative raters in L2 speaking performance"

NATALIA CURTO, Georgetown University

"Internal and external factors in L2 morphosyntactic development during study abroad"

MICHAEL AMORY, *The Pennsylvania State University*

"Longitudinal analysis of teacher development in and through a MA TESL program: The impacts of language teacher education"

SHINHYE LEE, Michigan State University

"Pre-Task Planning and Task Types in Oral Test Performance"

The NFMLTA/NCOLCTL Graduate Students Research Support Award

XUE XIA, University of Hawaii, Honolulu, HI

“Assessing L2 Interactional Competence in the Context of Mandarin Chinese through Paired Speaking Tests”

ELENA DOLUDENKO, Indiana University, Bloomington, IN

“The Effects of Written Corrective Feedback on the Acquisition of Russian by High Novice and Intermediate Learners”

BING MU, Ohio State University, Columbus, OH

“Cross-cultural Communicative Situations in Chinese as a Foreign Language (CFL) Teaching”

ASMA BEN ROMDHANE, Northwestern University, Chicago, IL

“Impact of Social Interaction on the Acquisition of Spoken Arabic: Study Abroad Context”

MAHBUBA HAMMAD, University of California San Bernardino, San Bernardino, CA

“Arabic Reading Comprehension and Motivation Through a Leveled Reading Intervention”