



***Developing Intercultural Competence  
Through World Languages***

**62<sup>nd</sup> Annual  
Northeast Conference  
on the Teaching of Foreign Languages  
February 11 – 13, 2016  
New York Hilton Midtown  
Rebecca K. Fox, Ph.D., Chair**

# Italy at NECTFL 2016

New York Hilton Midtown, New York City  
February 11 - 13, 2016



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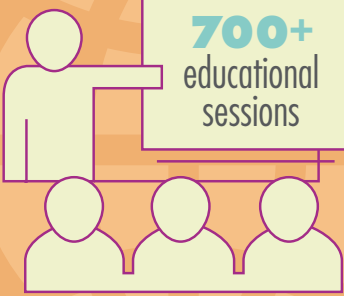
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*~Nicole Snyder Roberts  
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## *learn*

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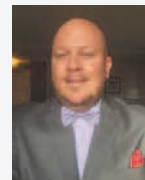


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# Newly Elected Class of '20 (terms begin July 1, 2016)

## Cheri Quinlan, NJDOE and Toms River Regional Schools, retired (DE)



Cheri Quinlan began her career teaching Spanish for the Toms River Regional Schools in New Jersey. She has also taught Spanish in adult school and at Ocean County Community College. In 1993 she became the district supervisor for foreign languages and fine arts in Toms River and in

2007 moved to the New Jersey Department of Education (NJDOE) where she served as the coordinator for world languages, international education, and gifted & talented until her retirement in July 2014. Shortly thereafter Cheri moved to Delaware; however, she has remained active in the field through various consulting opportunities. Currently, she serves as a teacher coach for dual immersion teachers in two elementary schools in Delaware and continues to provide professional development for language educators. She credits her Spanish teachers from high school with inspiring her to become involved in professional organizations early on in her career. Through their guidance, she joined her state organization, Foreign Language Educators of New Jersey (FLENJ), became a member of the American Council on the Teaching of Foreign Languages (ACTFL), and began to attend the Northeast Conference on the Teaching of Foreign Languages. Cheri was a member of the FLENJ Board for more than twenty years and twice served as President of the organization. She has presented on a wide-range of topics related to world languages, international education, and 21st century skills at FLENJ, NECTFL, and ACTFL conferences as well as at other educational conferences. While at the New Jersey Department of Education, Cheri was the project director for two FLAP grants, oversaw two revisions of State Standards, and collaborated with colleagues from Washington State and West Virginia on a Longview grant. Cheri holds a BA from Georgian Court University and a MA from the University of Arizona. Additionally, she received her certification for principal/supervisor from New Jersey City University.

## Christopher Gwin Haddonfield Memorial H.S. (NJ)



Christopher Gwin is a teacher of German at Haddonfield Memorial High School near Camden, NJ. At Haddonfield, Chris coordinates annual exchanges with three partner schools in Germany. The Haddonfield German program also enjoys high success rates on the National German

Exam (AATG), an articulation project with the University of Pennsylvania, an active German Club and an elementary after school program taught by advanced high school students. In addition to teaching German, Chris also conceptualized, developed and implemented a semester elective course, which examines the history of the Holocaust and other genocides. He wrote a chapter for the anthology *The Call of Memory: Learning about the Holocaust Through Narrative*. Chris received the *Janusz Korczak International Teaching Award* by the American Friends of the Ghetto Fighters Museum and work in this course led to the school-wide *Africa Week* commemoration, a *STAND – Students Taking Action Now: Darfur* chapter and the *Spring Student Summit on Genocide and Humanity*. Chris has also held the Chair of the Professional Development Committee for the school district, has led the faculty and student initiatives in the National SEED (Seeking Educational Equity and Diversity) Project, has co-authored articles for *Teaching Tolerance* and serves as a mentor for new faculty. Chris is an active, career-long member of the American Association of Teachers of German, has served as chapter president and membership chair and is a frequent workshop presenter. He is part of the Goethe-Institut/AATG Trainer Netzwerk and presents workshops and sessions regularly at state, regional and national conferences. Currently, he serves as President of the Foreign Language Educators of NJ (FLENJ), serves as webinar coordinator, liaison to NJEA at the annual convention and as liaison to AATG. In addition to high school courses, Chris has taught undergraduate German courses and teaching methods courses at Rutgers University and Rowan University in Glassboro, NJ. Chris holds a B.A. from Rutgers University and a M.Ed. from Columbia University.

## Kathy J. Fegely Antietam High School, Reading (PA)



Kathy Fegely teaches Exploratory German and German levels 1, 2, 3, 4 and 5 at Antietam High School, Reading, PA. She earned her Bachelor's Degree from Clarion State College and her Master's Degree from Kutztown State College. Kathy is the past president of the American Association

of Teachers of German and is an active presenter in the AATG/Goethe Institut Trainernetzwerk, presenting sessions and workshops through the US. She has presented at state AATG meetings, IFLTA, PSMLA, NECTFL and ACTFL. In the role of AATG's President, Kathy represented the association at the collaborative conferences involving ACTFL and the EU consider alignment of the ACTFL Standards and the Common European Framework of References for Languages in 2011 and 2012. As President for the AATG, Kathy was a representative at the Internationale Deutschlehrer Tagung in Bolzano, Italy in 2013. She has served in a variety of positions at the state and national level in AATG and has been a consultant for Goethe Institut since 2004. Under the direction of AATG's Executive Director, Keith Cothrun, and the AATG Executive Council, Kathy directed the revision of AATG Constitution and By-Laws. The AATG Hall of Recognition was created to honor individuals who had great influence on the professional development of AATG members as a result of an initiative begun by Kathy. Kathy currently serves as a representative for the Pennsylvania State Modern Language Association and is a national consultant for GAPP (German American Partnership Program), having coordinated the program at Antietam High School since 1987. Kathy serves on the Kinder- and Jugendliteratur Committee and the Deutsch an Schulen Committee for the AATG. She recently served as a member of the ACTFL Award for Excellence in Foreign Language Instruction Using Technology with IALLT (K-12) Committee. Additional professional interests include creating instructional units for integrating children's and youth literature, art, and film into world language instruction. Kathy's special interests include Luther's life reflected in his native towns and German artwork as a reflection of historic events.

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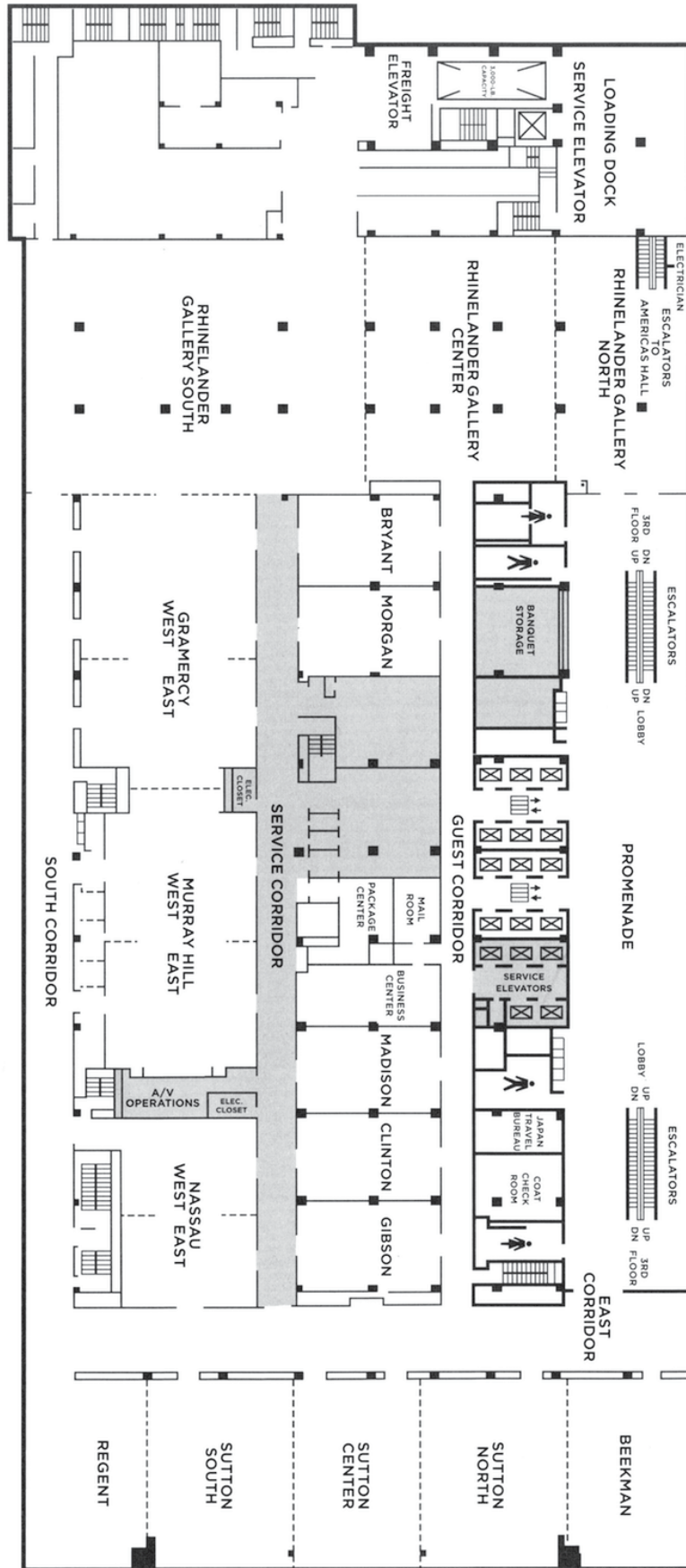
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# New York Hilton Midtown – Floor Plan



## SECOND FLOOR

## A Message from the 2016 Chair



Dear Colleagues and Friends,

On behalf of the NECTFL Board of Directors and our Executive Director, it is my distinct pleasure as your conference chair to extend a most hearty welcome to all our colleagues from across the region and beyond to NECTFL 2016! This marks NECTFL's 62<sup>nd</sup> year, and it brings us so much joy to return to the Hilton Mid-Town to connect dedicated world language educators with one another through workshops, research and technology sessions and engaged dialogue. This multilingual city is simply a grand place to infuse our teaching with its energy and to help us bring to life our 2016 NECTFL theme, *Developing Intercultural Competence through World Languages*.

This year, we have a representation of over 150 sessions that bring together all those involved in the teaching and promotion of world languages, including researchers and educators at every level of world language education across the northeast region and beyond, for a dynamic exchange of expertise and knowledge. There are going to be multiple opportunities for collegial interchange focused on developing intercultural competence, a topic that is not only timely but critical to educators of world languages and other disciplines as we promote authentic language learning and the development of twenty-first century skills. The program provides interactive opportunities to deeply engage in our conference theme through peer-reviewed sessions, technology application during our "tech playground", research roundtables, workshops, and other special presentations, including a wonderful student panel of students from New York City who will share their ideas and insights on international mindedness and cultural competence during our opening session.

Throughout the conference, please take a moment to thank our sponsors for their support and our 14 wonderful state associations, who have continued to work actively with us this year. Our Northeast region is a diverse one where well over a hundred languages and cultures are represented in the homes of the families and students we serve, a region of strong academics at all levels. The states have, once again, selected outstanding candidates for NECTFL Teacher of the Year, teacher leaders for our Mead Fellows program, and provided fabulous Best of States sessions. NECTFL thanks all our state associations for the critical role you play in our outreach across the region; we also wish to extend a special thank-you to our colleagues at ACTFL for their support in preparing for this conference.

On behalf of the NECTFL Board of Directors, I extend deepest thanks to you all for your dedication to NECTFL and your support of our profession. As we continue to work together to ensure robust world language study and increase global competence for all students, our advocacy for world language sustainability is more important than ever. We thank you for being here this weekend at a most special professional gathering and invite you to connect actively with your colleagues here, your profession, and NECTFL throughout the coming year.

Sincere regards and deepest thanks to all my WL colleagues and advocates,

A handwritten signature in cursive script that reads "Rebecca Dr. Fox".

Becky Fox  
2016 NECTFL Chair

# *62<sup>nd</sup> Annual Northeast Conference on the Teaching of Foreign Languages*



## *Developing Intercultural Competence Through World Languages*

Rebecca K. Fox, Chairperson

The 2016 conference theme is *Developing Intercultural Competence through World Languages* and our program will include invited sessions, special presentations by distinguished speakers, and a series of related strand sessions. Strands will be based on small group presentations and discussions around a range of topics that will help participants focus on the development of intercultural competence and intercultural understanding, classroom practice, and curriculum development. There will also be opportunities for those with common interests and languages in PK-16 language education and research to dialogue and share experiences and views around the overall conference theme.

### **Strands:**

This year we will have a unique opportunity for attendees to follow a specific strand that is related to the conference theme, *Developing Intercultural Competence through World Languages*. While many attendees may choose to stay with one strand and explore that topic in depth, others may wish to attend a variety of sessions. Each strand will be facilitated by top professionals in the field, who will lead discussions and synthesize themes at the closing session.

The following themes have been selected for development as conference strands:

- A. Exploring the nature and scope of intercultural competence
- B. Developing global citizenship through world languages
- C. Providing PD to teachers for developing intercultural competence
- D. Building intercultural competence in our schools and communities
- E. Integrating intercultural competence in teaching, learning, and curriculum
- F. Exploring the role of technology in developing intercultural competence

### **Opening and Closing Plenary Sessions:**

All attendees are welcome and encouraged to join us in our opening and closing sessions. It is our hope that the Northeast Conference will continue its long-standing tradition of being our professional ‘home base’ for attendees, and the opening and closing sessions are the perfect venues for conference attendees to connect around the conference theme and strands and with a broad spectrum of world language colleagues. The opening session will be designed to introduce the conference theme, spark interest and excitement, and launch the strands. At our closing plenary, *Intercultural Competence and World Languages: What have we learned?*, we will highlight findings from the 6 strands and share our visions for continuing the professional conversation as we return to our respective home institutions.

# 62<sup>nd</sup> Annual Northeast Conference Program Overview

## THURSDAY, FEBRUARY 11

8:00 a.m. - 6:00 p.m.	Conference Registration
9:30 a.m. - 12:30 p.m.	Three-hour Ticketed Workshops – Morning
9:30 a.m. - 4:30 p.m.	Six-hour Ticketed Workshops (one hour lunch)
1:00 p.m. - 4:30 p.m.	State Leaders Luncheon and Meeting
1:30 p.m. - 4:30 p.m.	Three-hour Ticketed Workshops – Afternoon
5:00 p.m. - 8:00 p.m.	Board of Directors Dinner and Meeting

## FRIDAY, FEBRUARY 12

7:00 a.m. - 5:30 p.m.	Conference Registration
8:30 a.m. - 9:30 a.m.	Opening Plenary Session
9:30 a.m. - 10:15 a.m.	Exhibit Hall Grand Opening and Coffee Break
8:00 a.m. - 5:00 p.m.	Conference Exhibit Hall Open
10:15 a.m. - 11:15 a.m.	Session 1
10:15 a.m. - 12:15 p.m.	Mead Leadership Collaborative
11:30 a.m. - 12:30 p.m.	Session 2
1:30 p.m. - 2:30 p.m.	Session 3
2:30 p.m. - 3:15 p.m.	Exhibit Hall Refreshment Break
3:15 p.m. - 4:15 p.m.	Session 4
5:00 p.m. - 6:00 p.m.	Session 5
6:30 p.m. - 8:00 p.m.	NECTFL Awards Ceremony

## SATURDAY, FEBRUARY 13

7:15 a.m. - 8:15 a.m.	Past Chairs Breakfast Meeting
7:15 a.m. - 8:15 a.m.	NADSFL/NCSSFL Breakfast Meeting
8:00 a.m. - 5:30 p.m.	Conference Registration
8:30 a.m. - 9:30 a.m.	Session 6
8:30 a.m. - 2:00 p.m.	Conference Exhibit Hall Open
9:30 a.m. - 10:15 a.m.	Exhibits Grand Re-opening and Coffee Break
10:15 a.m. - 11:15 a.m.	Session 7
11:30 a.m. - 1:15 p.m.	Advisory Council Meeting and Luncheon
12:15 p.m. - 1:15 p.m.	Session 8
1:15 p.m. - 2:00 p.m.	Exhibit Hall Refreshment Break
2:00 p.m. - 3:00 p.m.	Session 9
3:15 p.m. - 4:15 p.m.	Session 10
4:30 p.m. - 5:30 p.m.	Closing Plenary Session – Intercultural Competence and World Languages: What have we learned?

# Conference Schedule at a Glance

Time	Thursday			Time	Friday		Time	Saturday					
7:15				7:15			7:15	Past Chairs Breakfast Meeting	NADSFL Breakfast Meeting				
7:30				7:30									
7:45				7:45									
8:00				8:00									
8:15				8:15			Opening Plenary Session		8:15	Session 1			
8:30				8:30									
8:45				8:45									
9:00				9:00									
9:15	9:15												
9:30	Three-hour Ticketed Workshops			9:30	Dedicated Exhibit Time		9:30	Dedicated Exhibit Time					
9:45				9:45									
10:00				10:00	Mead Leadership Collaborative		10:00	Session 2					
10:15				10:15									
10:30				10:30									
10:45				10:45									
11:00				11:00									
11:15				11:15	Session 2		11:15	Dedicated Exhibit Time	Advisory Council Meeting and Luncheon				
11:30				11:30									
11:45				11:45									
12:00	Six-hour Ticketed Workshops			12:00	Dedicated Exhibit Time		12:00	Session 3					
12:15				12:15									
12:30				12:30									
12:45				12:45									
1:00				1:00									
1:15	State Leaders Luncheon and Meeting			1:15	Dedicated Exhibit Time		Dedicated Exhibit Time						
1:30				1:30									
1:45				1:45	Session 3		1:45	Session 4					
2:00				2:00									
2:15				2:15									
2:30				Three-hour Ticketed Workshops			2:30	Dedicated Exhibit Time		Session 4			
2:45							2:45						
3:00							3:00	Session 4				Session 5	
3:15							3:15						
3:30							3:30						
3:45	3:45	Dedicated Exhibit Time		Closing Plenary Session									
4:00	4:00												
4:15	Board of Directors Dinner and Meeting			4:15	Dedicated Exhibit Time		Closing Plenary Session						
4:30				4:30									
4:45				4:45	Session 5								
5:00				5:00									
5:15				5:15									
5:30				5:30	Awards Ceremony		5:30						
5:45				5:45									
6:00				6:00									
6:15				6:15									
6:30				6:30									
6:45	6:45			6:45									
7:00	7:00												
7:15	7:15												
7:30	7:30												
7:45	7:45												

## 2016 NECTFL LOCAL COMMITTEE



Local Committee Chair Bill Anderson and the Local Committee cordially invite you to visit the Hospitality Desk on the 2<sup>nd</sup> floor Promenade. The Hospitality Desk is open throughout the Conference to assist you with your questions about the Conference and about New York City. Local Committee members will also conduct session evaluations. Look for these important volunteers and help us thank them for their commitment to the Conference!

## WE SINCERELY APPRECIATE THE PARTICIPATION OF OUR 2016 COMMITTEE:

Wilfredo Abrahante, Roslyn UFSD  
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Tracy Brady, East Syracuse-Minoa CSD  
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Christopher Gwin, Haddonfield Public Schools

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Carlos San Juan, The Dalton School  
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Vania Sitruk, Chappaqua Central School District  
Madeline Turan, SUNY Stony Brook  
LauraAnne Weiss, Commack UFSD

### Session Evaluations

Your feedback is needed! Please help us evaluate this year's sessions. Your input now will help us plan future conferences. All you need is a QR Code Reader app on your phone – or visit the conference page on our website for an easy link to follow! Please submit an evaluation after every session you attend. Thank you!



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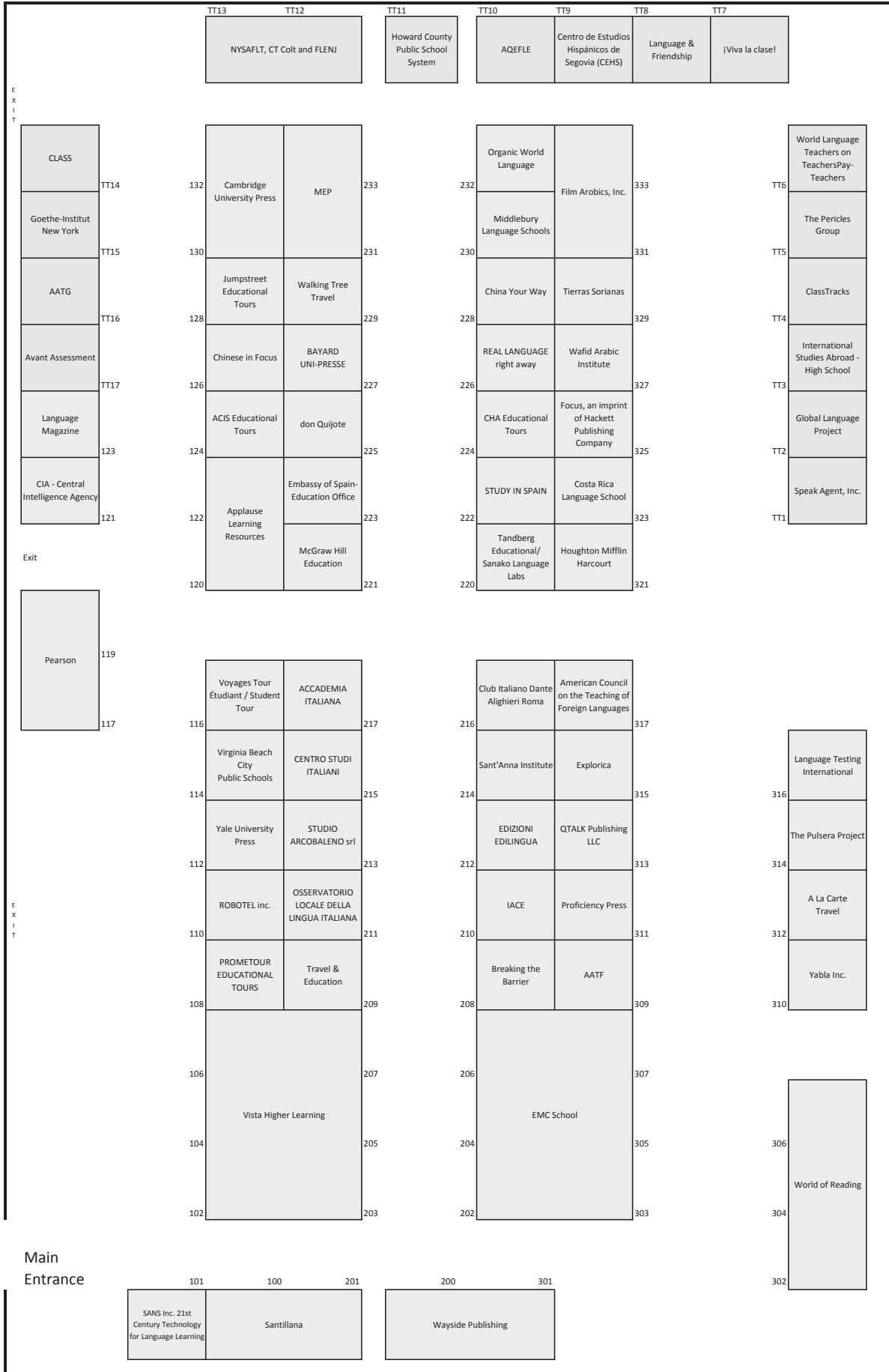
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Contact: Jayne Abrate  
[aatf@frenchteachers.org](mailto:aatf@frenchteachers.org)  
(815) 310-0490

The AATF is the largest national professional association in the world devoted exclusively to the needs of French teachers at all levels. The AATF is the publisher of the French Review and sponsor of the Société Honoraire de Français, National French Week, and the National French Contest.

## Booth(s) 217

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<http://www.accademia-italiana.it>

Contact: Francesca Romana Memoli  
[info@accademia-italiana.it](mailto:info@accademia-italiana.it)  
+39 089 256965

Accademia Italiana is one of the most accredited schools in Italy, situated by seaside, in Salerno, famous for its area: Amalfi Coast, with Positano & Sorrento, Capri, Pompeii, Naples, Paestum. Since 1997 the school offers Italian Programs for University, High school students valid for credits, Summer Programs, Faculty-led Programs, Internship, Courses for Adults, 50PLUS, Juniors, Families. Training Programs for Teachers

## Booth(s) 124

### ACIS Educational Tours

343 Congress Street, Suite 3100  
Boston, MA 2210  
<http://www.acis.com>

Contact: James Glavin  
[info@acis.com](mailto:info@acis.com)  
(617) 236-2051

ACIS Educational Tours is the leader in quality educational travel to Europe, the Americas, Asia, and beyond. In educational travel, every moment matters. Pushing the experience from 'good enough' to exceptional is what we do every day. We empower educators to introduce their students to the world beyond the classroom and inspire the next generation of global citizens.

## Booth(s) TT16

### American Association of Teachers of German

112 Haddontowne Ct #104  
Cherry Hill, NJ 8034  
<http://www.aatg.org>

Contact: Keith Cothrun  
[info@aatg.org](mailto:info@aatg.org)  
(856) 795-5553

Celebrating its 90th Anniversary, the AATG is an individual membership organization dedicated to the teaching of the language, literature and culture of the German-speaking countries. The AATG has 60 chapters which support public relations, professional development, and teacher and student immersion. Members teach elementary, middle-junior high school, high school, college/university, community colleges, and heritage language schools across the US.

## Booth(s) 317

### American Council on the Teaching of Foreign Languages

1001 N. Fairfax Street  
Suite 200  
Alexandria, VA 22314  
<http://www.actfl.org>

Contact: Howie Berman, CAE  
[hberman@actfl.org](mailto:hberman@actfl.org)  
(703) 894-2900

The American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,500 language educators and administrators from elementary through graduate education, as well as government and industry.

## Booth(s) 120-122

### Applause Learning Resources

85 Fernwood Lane  
Roslyn, NY 11576  
<http://applauselearning.com>

Contact: Michael Pollack  
[info@applauselearning.com](mailto:info@applauselearning.com)  
(516) 625-1145

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## Booth(s) TT10

### AQEFLE

1630, Rue Des Draveurs  
Lévis, QC G6Z 2L1  
<http://www.aqefle.com>

Contact: Rejean Chatigny  
[info@aqefle.com](mailto:info@aqefle.com)  
(418) 832-6244

AQEFLE (Association québécoise des écoles de français langue étrangère) proudly represents 5 universities and 4 colleges offering offering high quality French foreign language programs in Quebec, CANADA. Our schools offer short-term summer programs, autumn and winter programs also. Quebec has proudly preserved its French heritage and is currently playing an active role in the heart of the international French community.

## Booth(s) TT117

### Avant Assessment

2400 Oxford Dr.  
Suite 313  
Bethel Park, PA 15102  
<http://avantassessment.com>

Contact: Mike Reynolds  
[mike.reynolds@avantassessment.com](mailto:mike.reynolds@avantassessment.com)  
(412) 736-2557

Avant provides assessments that: -- Measure real-world language skills -- Adapt to student level to focus on what students can actually do -- Provide rich data and full access to results to inform instruction -- Are age and level-appropriate to give test-takers confidence

## Booth(s) 227

### BAYARD - UNI-PRESSE

C/O Catherine Lamy  
4 Harbor Drive  
Port Chester, NY 10573  
<http://monde.bayard-milan.com/usa-east-coast/>

Contact: Catherine Lamy  
[catherine.lamy@bayard-mag.com](mailto:catherine.lamy@bayard-mag.com)  
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## Booth(s) 208

### Breaking the Barrier

63 Shirley Rd.  
Groton, MA 1450  
<http://www.tobreak.com>

Contact: Tim Conner  
[info@tobreak.com](mailto:info@tobreak.com)  
(978) 448-0594

Breaking the Barrier is a global leader in print and digital language learning. Featuring instruction in Spanish, French and English, Breaking the Barrier provides students with a rock-solid understanding of language fundamentals as well as cultural insights from around the world. Our programs genuinely offer students the fastest path to true language fluency.

# Directory of Exhibitors

## Booth(s) 130-132

### Cambridge University Press

32 Avenue Of The Americas  
New York, NY 10013  
<http://cambridge.org>

Contact: Drew Newgent  
[dnewgent@cambridge.org](mailto:dnewgent@cambridge.org)  
(212) 337-6561

Cutting-edge World Language materials from a publisher with more than 400 years of experience supporting teaching, learning, and research.

## Booth(s) TT09

### Centro de Estudios Hispánicos de Segovia (CEHS)

San Valentín 12, -1a  
Segovia, 40003  
<http://cehsegovia.com>

Contact: Dr. Richard D'Augusta  
[cehs@cehsegovia.com](mailto:cehs@cehsegovia.com) / +34921462956

The Centro de Estudios Hispánicos de Segovia (CEHS) offers a full range of study abroad programs of the highest quality: Customized Faculty-Led programs for High Schools, Professional Development Programs for Teachers, and semester and short-term programs for college students. CEHS programs offer a complete, all-inclusive study abroad experience at a very affordable price. CEHS programs are an exceptional value.

## Booth(s) 215

### CENTRO STUDI ITALIANI

Via Boscarini, 1  
Urbana, Pesaro e E Urbino 61049  
<http://www.centrostuditaliani.org>

Contact: Giovanni Eric Pasotto  
[urbana@centrostuditaliani.org](mailto:urbana@centrostuditaliani.org)  
+39-0722-318950

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## Booth(s) 224

### CHA Educational Tours

400 Market Street, Suite 460  
Philadelphia, PA 19106  
<http://www.cha-tours.com>

Contact: Tina Falcione  
[info@cha-tours.com](mailto:info@cha-tours.com) / (800) 323-4466

Founded by two foreign language teachers, CHA is America's oldest and most trusted name in educational travel. Over one million teachers and students have toured the world on CHA tours since 1969. CHA offers 120 pre-designed itineraries to Europe, the Americas and Asia along with a variety of custom touring options. Teachers travel free with six students!

## Booth(s) 228

### China Your Way

45 Adams Street  
Floral Park, NY 11001  
<http://www.chinayourway.org>

Contact: Samantha Seide  
[samantha@chinayourway.org](mailto:samantha@chinayourway.org)  
(516) 835-7784

China Your Way is a summer immersion program for high school students that study Chinese as a foreign language. Our three-week program in Beijing and Chengdu allows students the opportunity to significantly improve their Chinese through homestay arrangement, intensive Mandarin training, and cultural activities. Cultural activities include chances to volunteer as well as other self-selected choices. CYW: Learning through living.

## Booth(s) 126

### Chinese in Focus

87 Kimball Beach Road  
Hingham, MA 2043  
<http://www.chineseinfocus.org>

Contact: Kathy Swanson  
[sraswanson@yahoo.com](mailto:sraswanson@yahoo.com)  
(781) 740-0545

Chinese in Focus is a new textbook and animation series that is designed for American middle and high school students. The outstanding feature of this series is the combination of cartoon-like characters and precise language instruction. The presentation is visual, lively, clear and entertaining. This is a culturally rich, technology-inclusive, unique approach to language learning.

## Booth(s) 121

### CIA - Central Intelligence Agency

Rm 2M109 - ND1  
Washington, DC 20505  
<http://www.cia.gov>

Contact: Maria Jevonam  
[jevonam@ucia.gov](mailto:jevonam@ucia.gov)  
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Make a difference in your career. CIA greatly values foreign language skills, and, at NECTFL, we are looking for foreign language instructors, learning professionals with design and assessment experience, linguists, as well as a host of other disciplines. CIA also offers undergraduate and graduate student programs and internships. To learn more or apply, please visit our website at [cia.gov](http://cia.gov).

## Booth(s) TT14

### CLASS

333 Christian Street  
Wallingford, CT 6492  
<http://classk12.org/en>

Contact: Dali Tan  
[CLASSk12@gmail.com](mailto:CLASSk12@gmail.com)  
(703) 341-9298

Chinese Language Association of Secondary-Elementary Schools (CLASS) is a non-profit professional organization that represents all

Chinese language educators at all levels from elementary to secondary schools. CLASS advances and promotes the teaching and learning of Chinese language and culture at PreK-12 schools in the United States. We invite you to join our 30th Anniversary Celebration at 2016 ACTFL in Boston!

## Booth(s) TT04

### ClassTracks

2523 N Calvert St  
Baltimore, MD 21218  
<http://myclasstracks.com>

Contact: Lida Zlatic  
[lida@myclasstracks.com](mailto:lida@myclasstracks.com)  
(202) 906-9702

We are 3 teachers who are building better tech tools for foreign language classrooms. We started with a better way to do vocabulary drill online - it's customizable, personalized, fun, and it gives you real-time data about your students' progress. Come check it out and talk to us about what we're building next - we'd love to hear your thoughts!

## Booth(s) 216

### Club Italiano Dante Alighieri Roma

Piazza Bologna 1  
Roma, 162  
<http://www.clidante.it>

Contact: Fabrizio Fucile  
[info@clidante.it](mailto:info@clidante.it)  
(335) 680-0833 +393356800833

The Dante Center - formed in 1994 - specializes in teaching Italian language and culture (Literature, Art History, Opera & Society) to foreign students. This multi-national environment fosters confident communication and cultural understanding. ClubDA offers flexible and easy enrollment: General Italian courses start every Monday with experienced, highly qualified, and friendly teachers. Our support staff is available to students 24/7.

## Booth(s) 323

### Costa Rica Language School

Hotel Villas Rio Mar  
Playa Dominical  
Osa, Puntarenas 185-8000  
<http://www.villasriomar.com>

Contact: Mauro Esquivel  
[mauro@villasriomar.com](mailto:mauro@villasriomar.com)  
(506) 278-0052 (2) 787-0052

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# Directory of Exhibitors

## Booth(s) TT12

### CT COLT

131 Percival Dr.  
Cheshire, CT 6410  
<http://www.ctcolt.org/pages/welcome.asp>

Contact: Elizabeth Lapman  
[lapmane@ctcolt.org](mailto:lapmane@ctcolt.org) / (203) 651-9339

The Connecticut Council Of Language Teachers (CT COLT) is a non-profit membership organization that promotes language proficiency and the knowledge of world cultures. CT COLT advocates for world language learning for all students at all grade levels. The organization supports teacher and student activities that demonstrate language teaching and learning, and it recognizes the successes of teachers and students of World Languages in Connecticut. Stop by our table to learn about our latest initiatives that include: the creation of a CT COLT Future Teachers Honor Society; the formation of a CT Chapter of LILL (ACTFL's recent Leadership Initiative for Language Learning); the promoting of a Seal of Biliteracy; and the advocacy for a state consultant.

## Booth(s) 225

### don Quijote

Calle Gustavo Fernandez Balbuena, 11  
Madrid, España  
<http://www.donquijote.com>

Contact: Carolina Quintero  
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## Booth(s) 212

### EDIZIONI EDILINGUA

Via Cola Di Rienzo 212  
Roma, Roma 192  
<http://www.edilingua.it>

Contact: Elena Vianello  
[info@edilingua.it](mailto:info@edilingua.it) / +390696727307

Edizioni Edilingua is a world leader in the field of Italian as a foreign language. Our catalog includes a complete series of high quality teaching materials: course books, DVDs, IWB software and an innovative digital platform.

## Booth(s) 223

### Embassy of Spain-Education Office

2375 Pennsylvania Ave Nw  
Washington, DC 20037  
<http://mecd.gob.es/eeu>

Contact: María Del Mar Torres Ruiz  
[consejeria.usa@mecd.es](mailto:consejeria.usa@mecd.es)  
(202) 567-2110

The Education Office is a technical body of the Spanish Diplomatic Mission to the U.S. and represents the Ministry of Education, Culture and Sport of Spain. It manages the foreign education policies of Spain in the U.S.; promotes the Spanish Language and Culture in the U.S. education system and offers pedagogical and technical support to teachers of Spanish and schools.

## Booth(s) 202-206 & 303-307

### EMC School

875 Montreal Way  
St. Paul, MN 55012  
<http://www.emcschool.com>

Contact: Peter Hodges  
[educate@emcp.com](mailto:educate@emcp.com)  
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## Booth(s) 315

### Explorica

145 Tremont St  
Boston, MA 2111  
<http://www.explorica.com>

Contact: Sarah Steinwedell  
[ssteinwedell@explorica.com](mailto:ssteinwedell@explorica.com)  
(888) 310-7120

Explorica helps teachers create educational tours full of authentic, interactive learning experiences. We specialize in connecting teachers and students to new cultures, languages and people on educational tours across the globe.

## Booth(s) 331-333

### FilmArobics, Inc.

724 East Eisenhower Ave  
Palatine, IL 60074  
<http://www.filmarobics.com>

Contact: Bert Neumaier  
[film@filmarobics.com](mailto:film@filmarobics.com)  
(800) 832-2448

FilmArobics provides teacher and student materials for many world language films. These lesson plans, made by teachers for teachers, represent approximately 30 hours to develop. They are in French, Spanish, German, Italian & English, and include a variety of sequential activities (vocabulary, Q&As, cultural notes, graphic organizers) that promote the learning of the target language. Films are also available.

## Booth(s) 325

### Focus, an imprint of Hackett Publishing Company

3333 Massachusetts Avenue  
Indianapolis, IN 46218  
<http://www.hackettpublishing.com>

Contact: Ryan Picazio  
[marketing@hackettpublishing.com](mailto:marketing@hackettpublishing.com)  
(617) 497-6307

Hackett Publishing Company is an independent Publisher serving the humanities since 1972 with offices in Indianapolis, IN, and Cambridge, MA. Hackett's Focus imprint includes modern and classical language titles in French, German, classical Greek, Italian, Latin, Portuguese, Russian, and Spanish.

## Booth(s) TT02

### Global Language Project

1 Little West 12th St  
New York, NY 10014  
<http://glpny.org>

Contact: Elisabeth Shovers  
[eshovers@glpny.org](mailto:eshovers@glpny.org) / (646) 657-8075

Global Language Project offers world class curriculum resources and materials for kindergarten to fifth grade FLES Spanish, Mandarin, and Arabic teachers. Our five-year interactive, thematic, standards aligned teacher-created curriculum is proven to engage, empower, and educate world language students! Each year of curriculum includes seven thematic units with 56 detailed lesson as well supplemental materials and flashcards.

## Booth(s) TT15

### Goethe-Institut New York

30 Irving Place  
New York, NY 10003  
<http://www.goethe.de/newyork>

Contact: Olga Liamkina  
[teacher@newyork.goethe.org](mailto:teacher@newyork.goethe.org) / (212) 439-8704

The Goethe-Institut is the cultural institute of the Federal Republic of Germany with a global reach. We promote knowledge of the German language abroad and foster international cultural cooperation. We support German language teachers by providing them with professional development opportunities in the U.S. and Germany, scholarships, promotional and instructional materials, and by organizing cultural and educational events for students.

## Booth(s) 321

### Houghton Mifflin Harcourt

222 Berkeley Street  
Boston, MA 2116  
<http://www.hmhc.com>

Contact: Edward Grigg  
[Edward.Grigg@hmhc.com](mailto:Edward.Grigg@hmhc.com) / (617) 351-5000

Houghton Mifflin Harcourt provides curricula, innovative technology and professional services for teaching and learning. We collaborate with educators, parents and students to change lives by fostering passionate, curious learners.

# Directory of Exhibitors

## Booth(s) TT11

### Howard County Public School System

10910 Clarksville Pike  
Ellicott City, MD 21042  
<http://www.hcpss.org>

Contact: Robin Beck  
[robin\\_beck@hcpss.org](mailto:robin_beck@hcpss.org) / (410) 313-5670

Howard County Public School System consistently ranks as Maryland's top school district based on student performance on the Maryland School Assessments.

## Booth(s) 210

### IACE

686 Park Avenue LI  
New York, NY 10065  
<http://www.iacelanguage.org/>

Contact: Ilaria Costa  
[ilaria@iacelanguage.org](mailto:ilaria@iacelanguage.org) / (212) 772-8755

The Italian American Committee on Education (IACE) is a New York based non-profit organization founded in 1975 for the purpose of promoting the study of the Italian language and culture within the tri-state area of New York, New Jersey and Connecticut.

## Booth(s) TT03

### International Studies Abroad - High School

1112 W Ben White Blvd  
Austin, TX 78704  
<http://studiesabroad.com/hs>

Contact: Ivan Lopez  
[hs@studiesabroad.com](mailto:hs@studiesabroad.com)  
(512) 474-1041

ISA High School has been a leading provider of high-quality, affordable, cultural and language immersion programs for high school students since 1989. Our mission is to provide students with a transformative experience aimed at fostering independence, cross-cultural sensitivity, and global citizenship. Our 2016 summer destinations include: Costa Rica, China, France, Germany, Italy, Peru, and Spain. The world awaits... Discover it!

## Booth(s) 128

### Jumpstreet Educational Tours

780 Brewster Avenue  
Suite 02-300  
Montreal, QC H4C 2K1  
<http://www.jumpstreet.com>

Contact: Michael Johnson  
[yourteam@jumpstreet.com](mailto:yourteam@jumpstreet.com)  
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## Booth(s) TT08

### Language & Friendship

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Bloomington, MN 55425  
<http://www.languageandfriendship.com>

Contact: Tammi Brusegaard  
[info@languageandfriendship.com](mailto:info@languageandfriendship.com)  
(952) 841-9898

Language & Friendship provides language-focused programs abroad and hosting in the USA, building friendships around the world. Our mission is to provide meaningful intercultural opportunities through short-term travel and family-stay programs abroad as well as through hosting opportunities in the United States. Emphasis is on the creation of quality programs with a strong commitment to intercultural and language-oriented education.

## Booth(s) 123

### Language Magazine

22055 Clarendon St, Suite 104, Woodland Hills, CA 91367  
22055, Clarendon St, Suite 104, Woodland Hills, CA 91367  
<http://www.languagemagazine.com>

Contact: Emma Sutton  
[emma@languagemagazine.com](mailto:emma@languagemagazine.com)  
(310) 455-7193

Publication: Journal of Communication and Education. Publication for language teachers.

## Booth(s) 316

### Language Testing International

445 Hamilton Ave  
Suite 1104  
White Plains, NY 10601  
<http://www.languagetesting.com>

Contact: Kym Derriman  
[sales@languagetesting.com](mailto:sales@languagetesting.com)  
(914) 963-7110

Language Testing International (LTI) is the exclusive licensee and provider of the assessments offered by the American Council on the Teaching of Foreign Languages (ACTFL). All proficiency assessments provided are designed, developed and scored by ACTFL according to the ACTFL Proficiency Guidelines.

## Booth(s) 221

### McGraw Hill Education

8787 Orion Place  
Columbus, OH 43068  
<http://mheonline.com>

Contact: Jean Sinclair  
[linda.brutger@mheducation.com](mailto:linda.brutger@mheducation.com)  
(614) 430-4694

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## Booth(s) 231-233

### MEP Education

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Skokie, IL 60076  
<http://www.mepeducation.net>

Contact: Daniel Eastman  
[info@mep-inc.net](mailto:info@mep-inc.net) / (847) 676-1596

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## Booth(s) 230

### Middlebury Language Schools

14 Old Chapel Road  
Middlebury College  
Middlebury, VT 5753  
<http://www.middlebury.edu/lsl>

Contact: Timothy Page  
[languages@middlebury.edu](mailto:languages@middlebury.edu) / (802) 443-5396

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## Booth(s) TT13

### NYS AFLT

2400 Main Street  
Buffalo, NY 14214  
<http://www.nysaflft.org>

Contact: Candace Black  
[hq@nysaflft.org](mailto:hq@nysaflft.org) / (716) 836-3130

The New York State Association of Foreign Language Teachers was founded in 1917. Its purpose is to serve the needs of the profession dedicated to the development of second language skills and cultural awareness among students.

## Booth(s) 232

### Organic World Language

900 Siskiyou Blvd C4  
Medford, OR 97504  
<http://www.owlanguage.com>

Contact: Ashley Uyaguari  
[darcy@organicworldlanguage.com](mailto:darcy@organicworldlanguage.com)  
(541) 690-8038

Organic World Language is dedicated to developing and sharing proficiency-based, student-centered strategies and techniques. Through kinesthetic, brain-based activities and unique classroom designs, OWL creates an authentic, real-world classroom where students are the curriculum. OWL offers experiential PD that demonstrates how engaged students acquire in a target language environment. Sign up or host a workshop to experience fun, practical strategies first-hand.

# Directory of Exhibitors

## Booth(s) 211

### Osservatorio Locale della Lingua Italiana

686 Park Avenue LI  
New York, NY 10065  
<http://www.uspeaksitalian.org/>

Contact: Berardo Paradiso  
[ilaria@iacelanguage.org](mailto:ilaria@iacelanguage.org) / (212) 772-8755

The Observatory of the Italian language is an organization with the goal of defining the course of Italian studies, planning individual strategic actions, and coordinating all of the activities aimed at the development and the diffusion of the language and the Italian culture in the United States.

## Booth(s) 117-119

### Pearson

84 York Ave  
Saratoga Springs, NY 12866  
<http://pearsonschool.com>

Contact: Collette Molloy  
[collette.molloy@pearson.com](mailto:collette.molloy@pearson.com)  
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## Booth(s) 311

### Proficiency Press

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Elmont, NY 11003  
<http://proficiencypress.com>

Contact: Rosemary Haigh  
[webmaster@proficiencypress.com](mailto:webmaster@proficiencypress.com)  
(888) 744-8363

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## Booth(s) 108

### Prometour Educational Tours

Prometour  
339 St Paul East  
Montreal, QC H2y1h3  
<http://www.prometour.com>

Contact: Jennifer Page  
[info@prometour.com](mailto:info@prometour.com)  
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## Booth(s) 313

### QTALK Publishing LLC

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New York, NY 10013  
<http://qtalkpublishing.com>

Contact: Catherine Waldron  
[info@qtalkpublishing.com](mailto:info@qtalkpublishing.com)  
(877) 549-1841

Maurice Hazan, linguist, veteran educator, and author has developed powerful, proven techniques to implement semantic memory in your classroom. The method is called QTalk - visual "cues" to talk. (Hazan's earlier method, called Symtalk, has now been surpassed by QTALK. ) Perfect for PK-12; engaging and fun for all ages. Find out why teachers, students and parents love QTALK!

## Booth(s) 226

### REAL LANGUAGE right away

1600 East Willow Avenue  
Wheaton, IL 60187  
<http://www.reallanguagerightaway.com>

Contact: Elizabeth Roberts  
[info@reallanguagerightaway.com](mailto:info@reallanguagerightaway.com)  
(630) 408-2425

The REAL LANGUAGE right away program, available in French, Spanish, and Mandarin, is a unique? communicative approach for ?beginner language students. Based on a conversational model, this method allows students to speak meaningfully in the target language right away. Accessible to a wide variety of learners, students find it rewarding to be able to use authentic language so quickly!

## Booth(s) 110

### Robotel Inc.

3185 Rue Delaunay  
Laval, QC H7L 5A4  
<http://www.robotel.com>

Contact: Gerry Sullivan  
[gsullivan@robotel.ca](mailto:gsullivan@robotel.ca)  
(450) 680-1448

Robotel is a global provider of digital language labs. Our SmartClass+ solution provides multi-platform support for student devices (Windows, Mac, Chromebook, Android, iOS), and is ideally suited for BYOD and 1:1 programs. SmartClass+ supports both live classroom activities and self-study activities. Self-study materials are accessible in-class and over the Internet. SmartClass+ works with all languages including foreign, ESL and ASL.

## Booth(s) 101

### SANS Inc. 21st Century Technology for Language Learning

10 White Wood Lane  
North Branford, CT 6471  
<http://www.sansinc.com>

Contact: Stella Derum  
[info@sansinc.com](mailto:info@sansinc.com)  
(877) 285-7729

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## Booth(s) 214

### Sant'Anna Institute

Via Marina Grande 16  
Sorrento, Naples 80067  
<http://www.santannainstitute.com>

Contact: Cristiana Panico  
[info@santannainstitute.com](mailto:info@santannainstitute.com)  
+390818075599

Sant'Anna Institute (Sorrento, Italy): courses accredited by SUNY Alfred State College. Spring, Fall, and Summer programs in Hospitality and Tourism, Culinary Arts, Architecture, Business, Humanities, Law, Natural and Social Sciences, and Italian Studies. Customized Service Learning, Community Service, Civic Engagement, Faculty-led, High School, and Internship programs. Grants and scholarships available.

## Booth(s) 100 & 201

### Santillana USA Publishing

2023 Nw 84 Ave  
Miami, FL 33122  
<http://www.santillanausa.com>

Contact: Carolina Bacigalupo  
[cbacigalupo@santillanausa.com](mailto:cbacigalupo@santillanausa.com)  
(305) 591-9522

Santillana offers the largest selection of culturally authentic K-12 Spanish resources: instructional programs, children's and young adult books, reference materials, and professional development. We collaborate with Santillana offices worldwide to bring teachers and students the best in Spanish language and culture.

## Booth(s) TT01

### Speak Agent, Inc.

155 Gibbs Street, Suite 512  
Rockville, MD 20850  
<http://www.speakagent.com>

Contact: Ben Grimley  
[info@speakegent.com](mailto:info@speakegent.com) / (301) 838-5557

Speak Agent is an online platform for K-6 language teachers to create, share, and adapt open educational resources for the elementary classroom. The platform automatically formats teacher-customized interactive lessons filled with games, videos and music for any student device or interactive whiteboard. And, it delivers formative assessment data on a real-time basis. (Funded by National Science Foundation award no. 1448520.)

# Directory of Exhibitors

## Booth(s) 213

### STUDIO ARCOBALENO srl

Via Enrico Forlanini, 52  
Arcore, MB 20862  
<http://www.studio-arcobaleno.it>

Contact: Mirtilli Morgana  
[amministrazione@studio-arcobaleno.it](mailto:amministrazione@studio-arcobaleno.it)  
(551) 580-9310 / +39 039 305891

STUDIO ARCOBALENO has two main aims: Diffusion of the Italian language and culture throughout the world, through the training of teachers, development of teaching materials, and organization of educational and cultural visits to Italy that increase awareness of its territory, its historical, artistic and literary heritage and its traditions and habits. Research into best practices in the field of teaching.

## Booth(s) 222

### STUDY IN SPAIN

2655 Le Jeune Road  
Suite 1114  
Coral Gables, FL 33134  
<http://www.spainedu.org>

Contact: Inmaculada Gutierrez  
[miami@comercio.mineco.es](mailto:miami@comercio.mineco.es)  
(305) 446-4387

The campaign STUDY IN SPAIN is coordinated by the Embassy of Spain-Trade Commission and promotes Spanish language courses, study abroad programs and educational opportunities in Spain for American students. Spain, your study abroad destination.

## Booth(s) 220

### Tandberg Educational/Sanako Language Labs

39 Old Ridgebury Road  
Bldg. C4, Suite 209  
Danbury, CT 06810  
<http://www.tandbergeducational.com>

Contact: Michael Tierney  
[info@tandbergeducational.com](mailto:info@tandbergeducational.com)  
(800) 367-1137

Tandberg Educational is the leader in 21st century language learning solutions representing Sanako Language Labs. We offer technologically advanced language learning solutions that are innovative, scalable and easy to use that help teachers easily create interactive environments for effective learning. In addition, Tandberg provides installation, support and training for all our educational solutions.

## Booth(s) TT05

### The Pericles Group

21 Oakwood Dr  
Storrs, CT 6268  
<http://www.practomime.com>

Contact: Kevin Ballestrini  
[kevin@practomime.com](mailto:kevin@practomime.com)  
(860) 385-1701

Founded in 2010, The Pericles Group, LLC, provides game-based (in our terms,

practomimetic) learning solutions for learners, teachers, and administrators in a wide range of situations and a variety of disciplines. TPG partners with teachers, providing resources to develop and deliver materials for game-based courses and curricula designed to foster authentic transfer of skills and content.

## Booth(s) 314

### The Pulsera Project

131 N Wawaset Rd  
West Chester, PA 19382  
<http://pulseraproject.org>

Contact: Maura Obercian  
[pulseraproject@gmail.com](mailto:pulseraproject@gmail.com)  
(610) 350-9327

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## Booth(s) 329

### Tierras Sorianas

C/ San Juan 4b 1-M  
Soria, Soria 42002  
<http://tierrassorianas.com>

Contact: Adam Grabowski  
[info@tierrassorianas.com](mailto:info@tierrassorianas.com)  
(618) 594-5945 +34 618594505

Tierras Sorianas is a cultural immersion program for teachers of Spanish based in Soria, Spain. The program is a highly experiential two-week workshop that offers a unique cultural understanding of the historical heritage of Spain. Topics of interest include Rome's conquest of the Iberian Peninsula, the exile of el Cid, and the significant presence of the Knights Templar in Castile.

## Booth(s) 209

### Travel & Education

1055 Mill Creek Drive  
Feasterville-Trevose, PA 19053  
<http://www.travelandeducation.org>

Contact: Patrizia D'Adamo  
[info@travelandeducation.org](mailto:info@travelandeducation.org)  
(215) 396-0235

Travel & Education is a provider of study abroad programs to Spain for both students (middle, high and university) as well as faculty. We are proud to have hosted 9 teachers this summer in Spain for a successful faculty development program for credits. Come by our booth to see how you can get involved. Coming soon-CUBA and ITALY!

## Booth(s) 114

### Virginia Beach City Public Schools

2512 George Mason Drive  
Virginia Beach, VA 23456  
<http://www.vbschools.com>

Contact: Bernard Platt  
[Bplatt@vbschools.com](mailto:Bplatt@vbschools.com) / (757) 263-1021

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## Booth(s) 102-106 & 203-207

### Vista Higher Learning

500 Boylston Street, Suite 620  
Boston, MA 2116  
<http://vistahigherlearning.com>

Contact: Isabel Tran  
[sdistefano@vistahigherlearning.com](mailto:sdistefano@vistahigherlearning.com)  
(617) 618-7375

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## Booth(s) TT07

### ¡Viva la clase!

2 Indian Walk Rd.  
Seaville, NJ 8230  
<http://astressenorras.blogspot.com>

Contact: JoDee Sattazahn  
[lastressenorras@gmail.com](mailto:lastressenorras@gmail.com) / (609) 425-8922

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## Booth(s) 116

### Voyages Tour Étudiant / Student Tour

874 Archimède  
Lévis, QC G6V 7M5  
<http://www.vte.qc.ca>

Contact: Annie Corbeil  
[anniec@vte.qc.ca](mailto:anniec@vte.qc.ca)  
(418) 830-0070 / 1-877-213-2070

With more than 28 years of experience, Student Tour VTE is the student group travel specialist. We offer many destinations around the world. You have the opportunity, for instance, to travel to Europe or Canada, and also to go on voluntary work trips. We also offer Homestays and French Immersion trips in Québec City.

# Directory of Exhibitors

**Booth(s) 327**

## **Wafid Arabic Institute**

1356 Exchange Dr.  
Richardson, TX 75081  
<http://www.wafid.net>

Contact: Abdallah Abu Helaleh  
[conventions@wafid.net](mailto:conventions@wafid.net) / (972) 325-4797

Wafid Arabic Institute for non-native speakers was established in Amman, Jordan to meet the increasing worldwide demand for learning Arabic as a second language. We use our experience and expertise in collaboration with our sister company Noorart.com (over 17 years in Arabic educational experience in USA) to lead the way in teaching Arabic for non-native speakers via immersion programs in Jordan.

**Booth(s) 229**

## **Walking Tree Travel**

Po Box 18636  
Denver, CO 80218  
<http://walkingtree.org>

Contact: Will Loyd  
[info@walkingtree.org](mailto:info@walkingtree.org) / (303) 242-8541

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**Booth(s) 200 & 301**

## **Wayside Publishing**

262 US Route 1, Suite 2  
Freeport, ME 4032  
<http://www.waysidepublishing.com>

Contact: Michelle Sherwood  
[sales@waysidepublishing.com](mailto:sales@waysidepublishing.com)  
(888) 302-2519

At Wayside Publishing, we create Spanish, French, German, and Italian secondary school language programs that allow you to spend less time researching and more time focusing on your students. Combining modern resources, cultural exploration, and the latest language learning pedagogy, our programs will help you inspire, challenge, and support your students as they work towards advanced communicative and cultural competence.

**Booth(s) TT06**

## **World Language Teachers on TeachersPayTeachers**

1559 Hollywood Ave  
Bronx, NY 10461  
<https://www.teacherspayteachers.com>

Contact: Jessica Hall  
[jesslh313@gmail.com](mailto:jesslh313@gmail.com) / (410) 259-1092

We are a group of World Language teachers with stores on the website [TeachersPayTeachers.com](https://www.teacherspayteachers.com).

**Booth(s) 302-306**

## **World of Reading, Ltd.**

1119 Bonview Lane Ne  
Atlanta, GA 30324  
<http://www.wor.com>

Contact: Cindy Tracy  
[polyglot@wor.com](mailto:polyglot@wor.com) / (800) 729-3703

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**Booth(s) 310**

## **Yabla Inc.**

505 West 23rd St, 2nd Floor  
New York, NY 10011  
<http://yabla.com>

Contact: Brad Fetterer  
[bfetterer@yabla.com](mailto:bfetterer@yabla.com) / (212) 625-3226

Yabla is an online language video immersion tool that allows students to actively listen to hundreds of native speakers in a variety of authentic contexts in Spanish, English, Italian, German, Chinese and English. Their online subscription also allows both students and teachers to select videos and allows teachers to evaluate student performance through access to students' accounts.

**Booth(s) 112**

## **Yale University Press**

302 Temple Street  
New Haven, CT 6520  
<http://www.yalebooks.com/languages>

Contact: Ellen Freiler  
[ellen.freiler@yale.edu](mailto:ellen.freiler@yale.edu) / (203) 432-0958

The Yale University Press publishes language teaching and learning materials including beginning through advanced texts and ancillaries, multimedia materials. For more information, go to [YaleBooks.com/languages](http://YaleBooks.com/languages).

# Exhibit Hall Grand Opening

Please join us for coffee Friday at 9:30 a.m.

Grand opening sponsored by:

## Vista Higher Learning

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## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 1. Lessons for Your Classroom from the Oral Proficiency Interview

**Session:** AM & PM      **Sutton South**

How do I connect assessment with learning? What should I work on with my language learners to help them move out of Novice level and into Intermediate level — or out of Intermediate and into Advanced level? This workshop provides an introduction to the ACTFL Proficiency Guidelines, Rating Scale, and Oral Proficiency Interview (OPI). Participants learn first-hand the characteristics of each level as they observe OPIs. Examine implications of the OPI on classroom instruction, assessment, and lesson planning. Learn specific strategies to develop, practice, and assess communication, guiding learners to the next level. For educators of all languages teaching beginning and intermediate students from elementary through postsecondary settings.

**Organizer/Presenter(s):**

Cindy Martin  
University of Maryland

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Assessment

**Strand:** General

**Examples in:** Several

**Language(s) spoken:** English

### 2. Uncovering Curriculum: Intercultural Competence by Design

**Session:** AM & PM      **Sutton North**

How do I design a thematic curriculum for Intercultural Competence? This workshop guides teachers through a model protocol, aligning backward design specifically with the World Readiness Standards (5Cs) and the Intercultural Competency Can-Do Statements. Participants will learn how to design Enduring Understandings and Essential Questions and develop performance assessment tasks in the three modes. We will develop specific Intercultural Competency can-do's that align with the assessment task. Participants leave with templates and implementation tools to continue design work in their schools or for turn-key training of new teachers. This workshop is hands-on and interactive with presentation, examples, and discussion.

**Organizer/Presenter(s):**

Jennifer Eddy, Ph.D.  
Queens College, CUNY, Flushing, NY

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Curriculum

**Strand:** E

**Examples in:** Many

**Language(s) spoken:** English

### 3. What Works? Selecting and Evaluating Effective Instructional Strategies

**Session:** AM & PM      **Sutton Center**

Develop a repertoire of Standards-based instructional strategies, anchored in the modes of communication. Experience and analyze active and engaging strategies for developing, practicing, and assessing language performance. The workshop provides a framework for identifying, using, and evaluating instructional strategies; the framework is based on creating a learning- and language-rich environment, mode of communication, student engagement, collaboration, use of authentic materials and technology, and differentiation. Examine differentiated strategies to equip learners to stay in the target language, practicing the communication and literacy strategies that will guide learners to the next level of performance.

**Organizer/Presenter(s):**

Leslie Grahm  
Howard County Public Schools (MD)

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** English

**Language(s) spoken:** English

### 4. ACTFL CORE 6: Blending Language Acquisition and Intercultural Competence

**Session:** AM      **Beekman**

Experience the blending of best practices for Language Acquisition and the skills for Intercultural Competence in this action-packed session! The goal of this workshop is to integrate the ACTFL CORE 6 practices for Language Acquisition with the core skills for Intercultural Competence as defined by the UNESCO publication Intercultural Competences: Conceptual and Operational Framework (2013). Using authentic text, participants will gain an understanding of the Core 6 and Intercultural Competence in action. Participants will work collaboratively to create their own materials for the 6-16 WL class room. Join us as we work to develop respect, self-awareness and understanding in our world through the study of world languages.

**Organizer/Presenter(s):**

Beth Slocum  
Genesee Community College, Batavia, NY

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** French and Spanish

**Language(s) spoken:** English

### 5. Collaborating to Implement Intercultural Competence/Citizenship in Education

**Session:** AM      **Regent**

We demonstrate how theory of intercultural competence/citizenship (Byram, 1997; Byram 2008) can be implemented in p-20 education by facilitating a community involving researchers, graduate students, and teachers. The presenters will give an account of two book projects in which two groups of educators collaborated to implement the theory of intercultural competence in classrooms through international collaborations. We will share how we developed and implemented teaching materials directly linked to theory. In hands-on sessions, we will work on applying the theory in the participants' contexts. Teacher educators, administrators, and researchers will discuss opportunities for innovative collaborations in a variety of contexts.

**Organizer/Presenter(s):**

Michael Byram, Ph.D.  
Durham University, England  
Manuela Wagner, Ph.D.  
University of Connecticut, Storrs, CT

Lihong Wang, Ed.D.  
Confucius Institute, George Mason University, Fairfax, VA

Dorie Perugini  
Glastonbury Public Schools, CT  
Rita Oleksak  
Glastonbury Public Schools, CT

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Professional development

**Strand:** B

**Examples in:** English, Spanish, and German

**Language(s) spoken:** English

### 6. Developing Creative Writing Skills for All Students

**Session:** AM      **Byrant**

This is a hands-on teacher workshop integrating intercultural competence in teaching students to write across the curriculum. Student will develop critical thinking skills through different writing perspectives, which will result in a better understanding of cultures. Teachers will leave with actual writing activities they did and can do the next day in class. This writing workshop aligns with the ACTFL National Standards, the Common Core, and Writing Across the Curriculum.

**Organizer/Presenter(s):**

Janis Hennessey, NHAWLT Board, NH

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** French

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 7. A Recipe for iPads in the Primary WL Classroom

**Session: AM** **Nassau East**

You have technology and access to apps. You've explored possible TL use. Now what? The elementary WL class poses challenges when it comes to implementing technology. Come experience the process of planning and implementing the use of three creation-based iPad apps. During the first half of the workshop, you will be introduced to Book Creator, Pic Collage, and Explain Everything, apps with which students can create audio books, images, and movies and turn them into a final, shareable product. You will leave this session with the tools needed to start your own product-based project that showcases student learning. Please preload: Book Creator, Pic Collage, Explain Everything, I-nigma, Google Drive and iBooks. WiFi/data access necessary.

**Organizer/Presenter(s):**

Monica Lluch  
Far Hills Country Day School, Far Hills, NJ

**Intended Audience(s):** PreK-8

**Keyword:** Technology

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** English

### 8. Students with Disabilities: Strategies/Modifications for the World Languages Class

**Session: AM** **Nassau West**

Are you looking for strategies to help you meet the needs of learners in your classroom? Learn useful and practical strategies to modify instruction and assessments in all three modes of communication from a dual-certified Special Education and World Language teacher. Gain a background on learning disabilities. Make sense of Individualized Educational Plans and learn how to implement modifications in a way that benefits all students. Discover how integrating various learning strategies and simple modifications can not only meet the needs of all learners but also spice up your classroom.

**Organizer/Presenter(s):**

Glennysa Jurado-Moran  
Piscataway Public Schools, Piscataway, NJ

**Intended Audience(s):** PreK-12

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** English

### 9. Are You Game?

**Session: PM** **Beekman**

We all use different games in our classroom to help students learn the languages we teach. But what if the class itself were a game? We will share what we have done and the changes we have made to convert our French 2 class into a French 2 game. Game theory components are combined with technology, differentiation, and many time-tested activities to create a game that everyone plays every day.

**Organizer/Presenter(s):**

Toni Johnson  
Erin Johnson  
Penn Yan Academy, Penn Yan, NY

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** French and Spanish

**Language(s) spoken:** English

### 10. Building Intercultural Competency

**Session: PM** **Regent**

This workshop aims to provide participants with cultural strategies that have been used for more than 10 years of teaching cultures and languages at different institutions and for the benefit of a variety of audiences. Participants will follow, through a PowerPoint presentation and a Q&A, steps for creating curriculum and methods of implementation for what they have created. Difficulties, challenges, and results of this experience will be discussed. All will be applied to a movie that participants will watch and work on to apply strategies learned and create their own material.

**Organizer/Presenter(s):**

Mohamed Defaa  
Merrimack School District, Merrimack, NH

**Intended Audience(s):** High School & College

**Keyword:** Professional development

**Strand:** D

**Examples in:** French and Arabic

**Language(s) spoken:** English

### 11. Reaching ACTFL's Culture Standards Through Ethnography and Mobile Devices

**Session: PM** **Byrant**

Discover how students can investigate culture as anthropologists or sociologists would by using their mobile devices in the classroom. Experience through many activities how in this student-centered approach to culture, students in middle school, high school, and college can do

cultural analysis, understand connections and differences within a culture, and find similarities by using their mobile devices to bring authentic culture into the class. Students come to understand the culture through their own analysis, not the teacher's presentation. You can easily implement these techniques in your classroom, and they work on any mobile device.

**Organizer/Presenter(s):**

Harry Tuttle, Ed.D.  
Onondaga Comm. College, Syracuse, NY

**Intended Audience(s):** High School & College

**Keyword:** Culture/Literature

**Strand:** F

**Examples in:** English

**Language(s) spoken:** English

### 12. Tools for Imparting Literature via Art, History, Culture, and Language

**Session: PM** **Nassau East**

This session will provide methodology and tools that will make the teaching of literature a holistic experience in which the learners will be able to make connections and use critical thinking while increasing their language skills. One of the most prosperous unions in pedagogy is that of the analysis/commentary of literature via the art, history, culture, music, and language of a particular target literature. The arts of an era give a pictorial vision of historical events. Teaching literature in a holistic approach incorporates other disciplines, allowing the reader to enter the subconscious and philosophical viewpoint of the author and era.

**Organizer/Presenter(s):**

Graciela Helguero-Balcells, Ph.D.  
Northern Virginia Community College

**Intended Audience(s):** High School & College

**Keyword:** Culture/Literature

**Strand:** E

**Examples in:** Spanish

**Language(s) spoken:** Spanish/English

### 13. State Leaders Meeting

**Session: PM** **Lincoln (4th Floor)**

This is a closed meeting for the leaders of northeast region state associations. Contact NECTFL headquarters for more information.

### 14. Board of Directors Meeting

**Session: PM** **East (4th Floor)**

This is a closed meeting of the NECTFL Board of Directors.

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 100. Opening Plenary Session

**Session: AM** **Sutton Ballroom**

All attendees are welcome and encouraged to join us in our opening session. It is our hope that the Northeast Conference will continue its long-standing tradition of being our professional 'home base' for attendees, and the opening and closing sessions are the perfect venues for conference attendees to connect around the conference theme and strands. The opening session will be designed to introduce the conference theme, spark interest and excitement, and launch the strands. Please join us!

### 101. Bring Your FLES Program to the Next Level

**Session: 1** **Sutton South**

Feeling like you're in a FLES program slump? Do you need some new ideas to stimulate student interest and community buy-in? Learn how to take your FLES program to the next level in this workshop! From using an interactive website and incorporating iPads to more interpersonal activities and participating in student contests, we will explore the many ways to revitalize your program. Hear various tips and tricks from the FLES trade.

**Organizer/Presenter(s):**

Marissa Coulehan  
North Shore School District, Sea Cliff, NY

**Intended Audience(s):** PreK-8

**Keyword:** Communities/Workplace

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** English

### 102. I ♥ Google

**Session: 1** **Sutton North**

In honor of Valentine's Day, I will share the details of my love affair with Google! I will show how the suite of Google Apps, including Docs and Drive, Blogger, Communities, and more has revolutionized the way I teach Spanish; my classroom is more collaborative and learner (and learning) centered. Concrete examples and instructions on how to replicate my activities will be included.

**Organizer/Presenter(s):**

Heather Moon  
Bryant University, Smithfield, RI

**Intended Audience(s):** High School & College

**Keyword:** Technology

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** English

### 104. Let's Get (Inter)personal!

**Session: 1** **Beekman**

Silence is golden — unless you are in a world language classroom. If you are looking for ways to raise the decibel level of your classroom, this is the session for you. The presenter will highlight authentic interpersonal tasks at various proficiency levels that can be adapted to any spoken language.

**Organizer/Presenter(s):**

Cheri Quinlan  
Consultant (DE)

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** English

### 106. The Brain, Visuals, Speech and Using your Smart Board

**Session: 1** **Byrant**

Maurice Hazan demonstrates techniques to implement semantic memory in your classroom to enable the true acquisition of complex grammatical reflexes. – Understand the mind, brain and language. – Look at tools to use cognitive science in practice. – Experience: learn a new language. Maurice Hazan, linguist and author of QTalk, will demonstrate techniques to implement principles of semantic memory at home and in the classroom. M. Hazan and his team have articulated an effective way to create spontaneous speech with children and adults. Anyone who believes visuals can be useful to teach languages will first hand experience Hazan's method by learning Japanese in this session.

**Organizer/Presenter(s):**

Na Fan  
QTalk Publishing

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Technology

**Strand:** Exhibitor Session

**Examples in:** Japanese, Chinese, Spanish, French

**Language(s) spoken:** English

### 107. Developing Intercultural Competence: Learning Among Culturally and Linguistically Diverse Students

**Session: 1** **Nassau East**

In this presentation, I demonstrate three activities that can enhance the integration of intercultural competence skills. Activity 1 describes the use of films that depict major issues in the Spanish-speaking world, such

as immigration, gender issues, and politics. Activity 2 describes the use of short YouTube clips to help students understand linguistic and cultural aspects of the Hispanic world. Activity 3 describes the use of short stories to develop cultural knowledge. Sample activities that can be used from the elementary to the advanced level will be shared.

**Organizer/Presenter(s):**

Erik Helin  
Carnegie Mellon University in Qatar

**Intended Audience(s):** Four-year College/University

**Keyword:** Materials

**Strand:** E

**Examples in:** Spanish

**Language(s) spoken:** English

### 108. Mead Collaborative

**Sessions: 1&2** **Nassau West**

This is a closed session for current and former Mead Leadership Fellows, NECTFL board members, and Mead mentors. During this session, the current Mead winners will have the opportunity to share overviews of their projects and collaborate with mentors and former Mead winners to strengthen their plans and make connections that will help facilitate their projects.

**Organizer/Presenter(s):**

Amanda Seewald  
MARACAS LLC  
Nathan Lutz  
Kent Place School, Summit, NJ

### 109. Teaching Fairy Tales, Culture, and Intercultural Comprehension

**Session: 1** **Murray Hill East**

Fairy tales offer the basis for building learners' literacy skills and exploring cross-cultural comparisons and intercultural comprehension. Presenter will share pre-viewing, viewing, and post-viewing activities and audio, visual, and textual resources that teachers can use with selected fairy tales.

**Organizer/Presenter(s):**

Sarah Jourdain, Ph.D.  
Stony Brook University, Stony Brook, NY

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Connections/Comparisons

**Strand:** E

**Examples in:** French, Spanish, Italian, and German

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 110. El legado español en Estados Unidos

**Session: 1** **Murray Hill West**

¿Sin ideas para el mes de la herencia hispana? Con una presentación interactiva recorreremos las raíces hispanas en los Estados Unidos y descubriremos aspectos desconocidos de la presencia española en la historia, la lengua y la cultura estadounidenses. Actividades y unidades didácticas listas para usar en clase.

**Organizer/Presenter(s):**

María del Mar Torres Ruiz  
Embassy of Spain - Education Office

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Culture/Literature

**Strand:** Exhibitor Session

**Examples in:** Spanish

**Language(s) spoken:** Spanish

### 111. A Recipe for Rigor in World Languages

**Session: 1** **Gramercy East**

What does rigor look like in the world language classroom? Participants in this session will explore the ingredients for a rigorous world language classroom. They will participate in activities such as self-assessing the current level of rigor in their classroom and analyzing examples of practices for increasing rigor. Topics to be explored include: target language use, questioning and discussion techniques, tiering strategies, and more.

**Organizer/Presenter(s):**

Leslie Grahn  
Howard County Public Schools, MD

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Multiple languages

**Language(s) spoken:** English

### 112. Best of VA: Designing Activities for Meaningful Interpersonal Communication

**Session: 1** **Gramercy West**

Help students use the target language in meaningful, spontaneous interactions, instead of tired, meaningless dialogues. Learn a technique that allows students to work in groups to plan specific roles, elect actors, and stage role-plays. Groups assist their actors, and actors learn to take risks and negotiate meaning to resolve unexpected issues, as speakers do in real life. The resulting interactions are surprisingly engaging for students, as all students become involved in different aspects of the role-play. Attendees will see

video examples, and stage a demo scenario, followed by group brainstorming to create original “scenarios” for use in their own classes. Participants will receive handouts with examples of themes and scenarios.

**Organizer/Presenter(s):**

Lily Goetz, Ph.D.  
Annette Waggoner  
Longwood University Farmville, VA

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish and English

**Language(s) spoken:** English

### 113. Service Learning Project Model Across Continents

**Session: 1** **Gibson**

This is a Service Learning project for elementary school children. This project model was carried out by fifth- and sixth-graders in New Hampshire and a public school and OT clinic in Lima, Peru. Students will: -Educate themselves on poverty in a third-world country -Educate the local community through role modeling -Perform a service that will develop social and interpersonal skills -Build a system of values -Take responsibility for a group project with goals and objectives -See direct results of the project with a celebration of photos and videos Attendees will gather step-by-step information on assessments, research, and outreach.

**Organizer/Presenter(s):**

Cheryl Berman  
Newington Public School, Newington, NH

**Intended Audience(s):** PreK-8

**Keyword:** Communities/Workplace

**Strand:** B

**Examples in:** Spanish

**Language(s) spoken:** English

### 114. Linguistics as a Tool for Enhancing Intercultural Competence

**Session: 1** **Clinton**

Linguistics provides a unique bridge between language and culture by connecting cultural perspectives to communicative practices. Many learners are unaware of the role of other languages in Latin America and Spain. Introducing them to multilingualism expands their historical and geographical knowledge, exposes them to unique linguistic features, and prepares them to communicate with a wide variety of Spanish speakers. This interactive presentation highlights five communities in which Spanish is used alongside at least one other language. Participants will receive links to websites and accompanying materials for use in their own classes.

**Organizer/Presenter(s):**

Anne Edstrom  
Montclair State University, Montclair, NJ  
Jennifer Ewald  
Saint Joseph's University, Philadelphia, PA

**Intended Audience(s):** High School

**Keyword:** Materials

**Strand:** A

**Examples in:** Spanish

**Language(s) spoken:** English

### 115. Edilingua's Italian Course Books for Adults and Teenagers

**Session: 1** **Madison**

In this session teachers will engage in an interactive discovery of Edilingua's main course books through practical activities and an open discussion on how to take advantage of Edilingua's online and offline material to create an engaging and engaged classroom. A presentation of the additional resources will follow with special focus on interactive tools. All attendees will receive a desk copy of one of the books.

**Organizer/Presenter(s):**

Viviana Altieri  
Edilingua

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Materials

**Strand:** Exhibitor Session

**Examples in:** English

**Language(s) spoken:** Italian

### 116. Building Your Core: Effective Practices for Language Learners and Educators

**Session: 2** **Sutton South**

What's at the core of effective language learning? Educators using research-informed practices develop language proficiency, plus literacy and critical thinking skills. Learners demonstrating real applications of language become a program's strongest advocacy. Unwrap what's behind teacher efficacy and empowerment, experience and identify core practices for effective learning, and connect with ongoing networks. Framed by research on teacher recruitment and retention and informed by program realities, tap resources supporting language educators.

**Organizer/Presenter(s):**

Pete Swanson  
ACTFL & Georgia State University  
Marty Abbott  
ACTFL

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Multiple

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 117. #TECHLAB

**Session: 2**

**Sutton North**

Our first NECTFL #techlab consists of tables led by tech experts, similar to a tech fair. Attendees will come to this session but, instead of sitting down and learning from one presenter only, they will have the opportunity to learn 'à la carte' from several world language educators with expertise in instructional technology. Participants may stay as long as they like with one presenter or browse the tables at their own pace. Please bring a laptop, an iPad, or a mobile device and walk away with a new app or with an innovative tech-infused lesson for your students. All languages and tech skill levels are welcome!

**Organizer/Presenter(s):**

Silvina Orsatti

University of Pittsburgh at Greensburg, PA

### 117.1. Achieving Global Competency Through Technology

**Session: 2**

**Sutton North**

Help students connect with the world and develop global competence with technology. In this Tech Lab the presenter will demonstrate tech tools (i.e. Edmodo, Imendi, Quizdini) that can be easily adapted and integrated into the world language classroom to have students communicating in the target language and enjoying the learning process.

**Organizer/Presenter(s):**

Kate Kagan, Ph.D.,

Russell Sage College, Troy, NY

**Intended Audience(s):** High School & College

**Keyword:** Technology

**Examples in:** English and Spanish

**Language(s) spoken:** English

### 117.2. Book Creator - The Wonder App

**Session: 2**

**Sutton North**

Do you have students writing drafts, finding images, making recordings, and creating stories? Stop by this Tech Lab for a quick view of the features in Book Creator which make it a "wonder app" to incorporate into your world language classroom. Easy to use and easy to share!

**Organizer/Presenter(s):**

Monica Lluch, M.Ed.

Far Hills Country Day School, Far Hills, NJ

**Intended Audience(s):** PreK-8

**Keyword:** Technology

**Examples in:** Spanish

**Language(s) spoken:** English

### 117.3. Free Online Resources for World Language Teachers: MERLOT and Paper.li

**Session: 2**

**Sutton North**

In this Tech Lab, you will discover free online resources to use in your classroom with the latest version of MERLOT II. Also, come learn how to start your own World Languages newsfeed with a free tool called Paper.li. It's a daily newspaper that your colleagues and students can subscribe to. Did I say FREE?

**Organizer/Presenter(s):**

Laura Franklin, Ph.D.

Northern Virginia Community College

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Technology

**Examples in:** All

**Language(s) spoken:** English

### 117.4. Keep Calm and Hashtag Your Way to Interpersonal Proficiency: InstagramELE (for experts)

**Session: 2**

**Sutton North**

#InstagramELE is the venue where fun, live, unrehearsed, and completely original interpersonal communication occurs. In a matter of minutes your students will be connected with thousands of world language learners like themselves, who are in the pursuit of communicating in the target language. It offers the added benefit of picture association which enhances and amplifies the meaning of what is trying to be communicated, in context. Come learn how to become an active member of a worldwide community of language learners and walk away with a very effective tool to engage students in participating in interpersonal activities outside of the classroom walls. This Tech Lab is perfect for Instagram expert users.

**Organizer/Presenter(s):**

Pilar Munday, Ph.D.

Sacred Heart University, Fairfield, CT

**Intended Audience(s):** High School & College

**Keyword:** Technology

**Examples in:** Spanish

**Language(s) spoken:** English

### 117.5. Keep Calm and Hashtag Your Way to Interpersonal Proficiency: InstagramELE (for novices)

**Session: 2**

**Sutton North**

#InstagramELE is the venue where fun, live, unrehearsed, and completely original interpersonal communication occurs. In a matter of minutes your students will be connected with thousands of world language learners like themselves, who are in the pursuit of communicating in the target language. It offers the added benefit of picture association which enhances and amplifies the meaning of what is trying to be communicated, in context. Come learn how to become an active member of a worldwide community of language learners and walk away with a very effective tool to engage students in participating in interpersonal activities outside of the classroom walls. This Tech Lab is suitable for Instagram novice users.

**Organizer/Presenter(s):**

Enid Reed

Toano Middle School, WJCC

Williamsburg, VA

**Intended Audience(s):** High School & College

**Keyword:** Technology

**Examples in:** Spanish

**Language(s) spoken:** English

### 117.6. Google Cardboard for Assessment in Presentational Mode

**Session: 2**

**Sutton North**

Experience Google Cardboard and how it can enhance assessment in the world language classroom. Feel what it is like to travel virtually around the world, through a house, or run with dinosaurs, all from the Google Cardboard viewfinder and various apps available on iPhone and Android. Come to this Tech Lab to take away a tech tool that will highly motivate your students and give you another way to assess them.

**Organizer/Presenter(s):**

Dana Pilla, Ed.M., M.A.

Haddonfield Middle School, Haddonfield, NJ

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Technology

**Examples in:** Spanish

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 117.8. Leveraging Quizlet for Better Acquisition of Vocabulary

**Session: 2** **Sutton North**

Vocabulary is an important tool for creating cultural competence. By going beyond the basics, students can better comprehend and communicate about more in-depth cultural issues. Many online exercises are either right or wrong with little room for constructive feedback. Flashcard programs depend on the student's own honesty with him/herself to be an efficient learning tool. By combining the approaches of online exercises with the flashcard approach and designing cues and answers with specific goals in mind, the learning process can become more effective. Come to this Tech Lab for a chance to leave with a useable product. Bring along what you want your students to learn, your device, and some creativity.

**Organizer/Presenter(s):**

Charles Long  
Choate Rosemary Hall, Wallingford, CT

**Intended Audience(s):** High School

**Keyword:** Technology

**Examples in:** Spanish

**Language(s) spoken:** English

### 117.9. Screencasting for Flipping and Blending

**Session: 2** **Sutton North**

Interested in flipping or blending your class? Not sure where to start? Screencasting is a simple yet engaging tool that can add to the experience you provide for your world language students. Come to this Tech Lab to learn not only how to create screencasts but also how easy and fun it can be.

**Organizer/Presenter(s):**

Glennysa Jurado-Moran  
Piscataway Public Schools, Piscataway, NJ

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Technology

**Examples in:** Spanish

**Language(s) spoken:** English

### 117.10. Talk2Me with Avatars

**Session: 2** **Sutton North**

Intercultural projects with talking avatars (i.e. My Talking Avatar, Buddy Poke, Zoobe and Sock Puppets) help students gain proficiency in speaking, visual literacy, critical thinking, and collaboration skills. They can experience an opportunity to use the target language to collaborate with others in the creation of meaningful, creative projects using emerging technologies. Come to this Tech Lab to learn about presentational speaking projects that blend culture, talking avatars, and free apps!

**Organizer/Presenter(s):**

Silvina Orsatti  
University of Pittsburgh at Greensburg, PA

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Technology

**Examples in:** Spanish

**Language(s) spoken:** English

### 117.11. Tech Tools for Cultural Presentations

**Session: 2** **Sutton North**

30 Hands, Adobe Voice, and Educreations are three apps that are useful for creating video content for classroom use. These simple tools can be used by teachers and students to create multimedia cultural presentations. This Tech Lab presenter will provide examples created from each tool and attendees will have the opportunity for hands-on practice.

**Organizer/Presenter(s):**

Lynn Shirk, Hershey High School, PA

**Intended Audience(s):** High School & College

**Keyword:** Technology

**Examples in:** Spanish

**Language(s) spoken:** English

### 117.12. Tech Tools to Assess Interpretive Skills

**Session: 2** **Sutton North**

Tools such as EDpuzzle, Educanon and Verso can be used to assess student understanding of print, infographic, and video cultural resources. These tools also provide teachers with opportunities to "flip" learning or to assess students in a formative manner. This Tech Lab presenter will demonstrate each tool and provide student examples.

**Organizer/Presenter(s):**

Barbara Clouser, Hershey High School, PA

**Intended Audience(s):** High School & College

**Keyword:** Technology

**Examples in:** Spanish

**Language(s) spoken:** English

### 117.13. The Authentic Cultural and Technological Classroom for Intercultural Competence Learners: Using Clozeline

**Session: 2** **Sutton North**

Do you want to combine authentic language and cultural resources using technology? In this Tech Lab you will learn how to use Clozeline-Zambombazo to access a variety of authentic cultural resources that facilitate intercultural competence in all learners.

**Organizer/Presenter(s):**

Sonya Breaux, Woodstock High School, GA

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Technology

**Examples in:** Spanish

**Language(s) spoken:** English

### 117.14. The Authentic Cultural and Technological Classroom for Intercultural Competence Learners: Using Yabla

**Session: 2** **Sutton North**

Do you want to combine authentic language and cultural resources using technology? In this Tech Lab you will learn how to use Yabla to access a variety of authentic cultural resources that facilitate intercultural competence in all learners.

**Organizer/Presenter(s):**

Yamileth Aubain  
Latin American Association, Atlanta, GA

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Technology

**Examples in:** Spanish

**Language(s) spoken:** English

### 117.15. Thinglink and VideoNot.es: Technological Applications to Advance Intercultural Competence

**Session: 2** **Sutton North**

Thinglink and VideoNot.es, in combination, are two of the best free technological applications on the web to advance your students' intercultural competence. Come to this Tech Lab to learn how a middle school Spanish teacher was able to expand her beginning students' knowledge of the Spanish-speaking world by having them study Spanish and Latin American artists and their art with Thinglink. In addition, learn how these same students improved their pronunciation, grammatical accuracy and overall confidence in speaking with the feedback provided via VideoNot.es.

**Organizer/Presenter(s):**

Raquel Bejar-Massey, M.A.  
The Shipley School, Bryn Mawr, PA

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Technology

**Examples in:** Spanish

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 117.16. Using GIGAPAN - Visual Images on a Grand Scale

**Session: 2** **Sutton North**

Gigapan technology provides a new way to take and use panoramic high-resolution photographs. The term refers to the use of a special attachment to any digital camera (EPIC robotic panohead) which allows it to take pictures in segments, then stitches those segments together to provide an enormous image with heightened detail. Using "gigapixels" one can zoom in or out of an image to a great extent. Upon entering the site [www.gigapan.com](http://www.gigapan.com) one can access a library of Gigapan images from all over the world. These images provide wonderfully vivid visual material to use in the world language classroom. This Tech Lab will explain how Gigapan works and offer some suggestions for classroom activities.

**Organizer/Presenter(s):**

Tricia Shank, M.A.T.  
Leechburg High School, Leechburg, PA

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Technology

**Examples in:** Spanish

**Language(s) spoken:** English

### 117.17. Using Technology to Reach and Teach Diverse Learners

**Session: 2** **Sutton North**

Harness the power of technology to reach and teach diverse learners in a global world. In this session, an experienced classroom teacher will share examples of how she uses technology (i.e. Strip Designer app) to help all students access the curriculum and demonstrate what they know. Attendees will see examples of classroom activities and strategies that will support students who learn differently, especially those with attention difficulties and who benefit from visual strategies. Attendees to this Tech Lab are encouraged to bring their iPads, but laptops or mobile devices would work as well.

**Organizer/Presenter(s):**

Mary Chamberlain  
Commonwealth Academy, Alexandria, VA

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Examples in:** Spanish

**Language(s) spoken:** English

### 117.18. VidiBox - Mash Up that Presentation

**Session: 2** **Sutton North**

Try out the iPad Vidibox app in this Tech Lab! Students can create a synthesis of a book, movie, poem, etc. with this Video/Music Mash up app. They can present this interactive presentation live or upload a final project on YouTube. It can also be used by teachers as an innovative way to present videos and picture collages with music or with a voiceover. It's time to remix class presentations.

**Organizer/Presenter(s):**

Carmen Campos, Ed.D.  
The Dalton School, New York, NY

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Technology

**Examples in:** English

**Language(s) spoken:** English

### 118. Cultural Competency: Learning to Learn Through Play!

**Session: 2** **Sutton Center**

Students bring many layers of diversity to our classrooms. How do teachers plan lessons that promote cultural competency that is sensitive to the various levels of academic preparation, variety of home languages, and cultures that our students bring to the table? How can students learn to learn from (and with) each other through play? Our presentation entails an interactive demonstration of games that we use in French and Spanish class — and that can be adapted to any world languages classroom — to promote cultural competency by providing students time to engage not just with the material, but also with each other, on a daily basis in the classroom.

**Organizer/Presenter(s):**

Sarah Bilodeau, Ph.D. candidate  
Boston College, Chestnut Hill, MA

Angela Green,  
Cambridge Public School, MA

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Strand:** D

**Examples in:** French and Spanish

**Language(s) spoken:** English

### 119. Inspire Students to Build Proficiency Using LILL's 6 Core Practices

**Session: 2** **Beekman**

The goal of this workshop is to inspire students by helping them understand proficiency and transform their experience using LILL's 6 Core Practices. This session provides an opportunity for educators to examine research-based Core Practices that help students move up the proficiency scale. Participants will build lessons in the target language around functional goals, work with the Can-Do Statements, and receive strategies to design interpersonal activities. Educators will begin designing interactive activities using scaffolding techniques provided and authentic materials from the interpretive, interpersonal, and presentational modes of communication. Participants will also examine the most effective forms of feedback for proficiency.

**Organizer/Presenter(s):**

Lea Graner Kennedy  
Stonington Public Schools, Mystic, CT

**Intended Audience(s):** PreK-12

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish and French

**Language(s) spoken:** English

### 120. Weaving Intercultural Competence into the World Language Classroom

**Session: 2** **Regent**

Interested in increasing cultural competency in your classes? Looking for new ways to develop cultural competency? Wondering what other colleagues are doing in this domain? Come hear how modern language educators are currently weaving intercultural competence into their introductory through upper-level courses. Examples will be shared in both Spanish and French. Participants will be encouraged to contribute to the discussion and ask questions. Be prepared to leave with new ideas that you can incorporate into your own classrooms.

**Organizer/Presenter(s):**

Amy Ginck  
Gladys Robalino, Ph.D.  
Heather Dravk  
Messiah College, Mechanicsburg, PA

Lynn Shirk  
Barbara Clouser  
Hershey High School, PA

**Intended Audience(s):** High School & College

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** Spanish and French

**Language(s) spoken:** English

### 121. Meet Passport®: EMC's Revolutionary World Languages Learning Platform

**Session: 2** **Byrant**

No more complex learning management systems that take valuable time to learn and use. Meet Passport®, where simplicity rules over complexity giving you more time to do what you love: teach. Passport® is a learning environment unlike any you've experienced before. Students interact with eBooks, immerse themselves in culture, engage in project-based learning, share video posts with classmates, and complete oral proficiency assessments. Teachers assign, manage, and track student progress.

**Organizer/Presenter(s):**

Liz Sacco, EMC Publishing

**Intended Audience(s):** High School

**Keyword:** Technology

**Strand:** Exhibitor Session

**Examples in:** Spanish

**Language(s) spoken:** English



## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 122. Une soupe au caillou: A Thematic Unit

**Session: 2** **Nassau East**

Have you ever tasted stone soup? Participants will discover a literature-based, thematic unit built around a delightful French version of this classic tale: "Une soupe au caillou," by Anaïs Vaugelade. Participants will see how to enhance the connections our students make by carefully structuring learning and organizing it by themes. From this one story, students learn about animals, villages, vegetables, the art of cooking, the food chain, nutrition, the cultural perspectives that surround eating and mealtimes, as well as key structural elements both narrative and linguistic. The importance of the 5 C's is evident in this creative, interdisciplinary approach to instruction that is sure to appeal to students of French in PreK-12.

**Organizer/Presenter(s):**

Theresa Montagna  
Bucks County Community College, PA

**Intended Audience(s):** PreK-12

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** French

**Language(s) spoken:** French

### 123. Intercultural Competence, Right off the Bat!

**Session: 2** **Murray Hill East**

Here are strategies for incorporating cultural content into language instruction from day one. For alphabet and numbers, for instance, activities with license plate codes, Yellow Pages, maps, and other materials easily obtained online both engage and simultaneously expose students in an organic manner to restaurants, geography, road signs, and other aspects of target culture(s). We'll also examine the use of short informational texts on any topic, studded with cognates, to motivate early learners. Finally, choice of textbook/primary materials can have a dramatic effect on the acquisition of intercultural competence. The session emphasizes holistic and high-interest approaches for students to practice language skills and absorb culture.

**Organizer/Presenter(s):**

Bradley Holtman, Ph.D.  
Mansfield University, Mansfield, PA

**Intended Audience(s):** High School & College

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** French, German, and Italian

**Language(s) spoken:** English

### 124. Technology for the 21st-Century Latin Teacher: Latin Literature

**Session: 2** **Murray Hill West**

This session explores free, online tools for teaching Latin, including Google Docs, Forms, and Hangout, dictionaries, blogs, scansion review videos, screencasts, commentaries, online texts, grammar reviews, vocabulary tools, and general review tools. We will focus on how to use each type of online tool in the context of the Latin literature classroom and discuss how to structure the course using these tools. For example, we will go over how a tool might be useful as a homework assignment, review for a quiz, and/or as a formative assessment. Attendees will come away with specific examples of how to use technology tools to teach Latin Literature. The presentation will be available online both during and after the presentation.

**Organizer/Presenter(s):**

Maureen Lamb, M.Ed.  
Westminster School, Simsbury, CT

**Intended Audience(s):** High School & College

**Keyword:** Technology

**Strand:** F

**Examples in:** English and Latin

**Language(s) spoken:** English

### 125. Strengthen Your Program with Common Departmental Performance Assessments

**Session: 2** **Gramercy East**

This session offers a practical way to strengthen your program through the development, application, and analysis of common departmental performance assessments in all communicative modes, plus culture. Learn how to grow as a department with this highly effective mechanism for excellent in-house professional development and collegial exchange.

**Organizer/Presenter(s):**

Charlotte Gifford  
Greenfield Community College, MA

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Assessment

**Strand:** General

**Examples in:** French and Spanish

**Language(s) spoken:** English

### 126. Best of ME: Authentic Resources: What, Where, How

**Session: 2** **Gramercy West**

Authentic Resources: What are they? How do I find them? How do I use them? In this session we will define, find, and use Authentic Resources as they are intended for the world language classroom. We will share material for your classroom and illustrate meaningful use. Please bring your laptop.

**Organizer/Presenter(s):**

Tatiana Lera  
Brunswick Junior HS, Brunswick, ME

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Materials

**Strand:** General

**Examples in:** Spanish and French

**Language(s) spoken:** English

### 127. Global Citizenship and the French Connection

**Session: 2** **Gibson**

This presentation will focus on French literary and cultural documents related to global citizenship. We will examine works from the Enlightenment through the 21st century, among them "La Déclaration des Droits de l'homme et du citoyen," Montesquieu's analysis of democracy, and his tribute to William Penn, and the poetry of Victor Hugo and Charles Péguy. We will also use contemporary works, such as Jean-Jacques Goldman's song "Ton fils," and the 2000 ballet adaptation of Victor Hugo's "Notre-Dame de Paris." Finally, we will consider pedagogical implications of these texts for intermediate and advanced level classes, and invite participants to share similar works and strategies.

**Organizer/Presenter(s):**

Sr. Mary Helen Kashuba, DML  
Chestnut Hill College, Philadelphia, PA

**Intended Audience(s):** High School & College

**Keyword:** Culture/Literature

**Strand:** B

**Examples in:** French

**Language(s) spoken:** English

### 128. Writing for Intercultural Competence

**Session: 2** **Clinton**

This presentation presents the findings of an interdepartmental collaboration about composition pedagogy at the University of Pennsylvania. Participants will learn how to increase students' awareness of culturally situated rhetorical practices. Participants will walk away with sample materials that develop intercultural competence through writing.

**Organizer/Presenter(s):**

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

Kristen M. Turpin University of Pennsylvania, Philadelphia
<b>Intended Audience(s):</b> Four-year College/University
<b>Keyword:</b> Instructional strategies
<b>Strand:</b> A
<b>Examples in:</b> English and Spanish
<b>Language(s) spoken:</b> English

<b>129. Teaching Intercultural Competence—EntreCulturas: Communicate, Explore, and Connect Across Cultures</b>
<b>Session: 2</b> <span style="float: right;"><b>Madison</b></span>
Did you ever wonder how one teaches interculturality? Participants will learn how to use the authentic tasks and resources provided in the EntreCulturas program to acquire communication skills, expand content knowledge, and explore the products, practices, and perspectives of Spanish-speaking cultures while addressing the World Readiness Standards' 5Cs. The presentation includes classroom activities and video blogs, flipped-classroom grammar and learning strategies videos, suggestions for teachers and instructional strategies, and a look at our reflective portfolio. Participants will receive a packet of materials including ready-to-use examples of how to integrate interculturality in 21st century classrooms.

<b>Organizer/Presenter(s):</b>
Catherine Schwenkler Wayside Publishing George Watson-Lopez Pamela Garcia
<b>Intended Audience(s):</b> Secondary (6-12)
<b>Keyword:</b> Curriculum
<b>Strand:</b> Exhibitor Session
<b>Examples in:</b> English and Spanish
<b>Language(s) spoken:</b> English and Spanish

<b>130. Build-A-Project: Complete Guide to Creating/Implementing Contextualized, Communicative TL-only Projects</b>
<b>Session: 3</b> <span style="float: right;"><b>Sutton South</b></span>
Investigative, communicative projects maximize TL-use, engagement and add relevance, authenticity, but implementation can seem chaotic or daunting. Come interact with us to expand narrow, commonly-held views of projects. You'll learn projects are engaging and beneficial to all, AND they're completely possible. Project-based strategies will help you keep your class in the TL, help students engage in all three modes of communication, and give them meaningful reasons to keep learning! You'll learn best practices and strategies, receive four ready-to-use plans, AND interact to create new projects in teams. You'll feel the benefits of real-world, collaborative experiences, and learn how to successfully provide students these opportunities.

<b>Organizer/Presenter(s):</b>
Olivia Exum, M.S. Goochland High School, VA
<b>Intended Audience(s):</b> Secondary (6-12)
<b>Keyword:</b> Instructional strategies
<b>Strand:</b> General
<b>Examples in:</b> SpanishAndEnglish
<b>Language(s) spoken:</b> English

<b>131. Research Roundtable Sessions</b>
<b>Session: 3</b> <span style="float: right;"><b>Sutton North</b></span>
In this special session, there will be two presenters stationed at each of the tables, with one presenter sharing his/her topic during the first half and the second presenter during the second half. We recommend that presenters speak/share findings for approximately 18-20 minutes, leaving about 10 minutes for discussion and questions. We will repeat this format during the second segment of the session. You may stay at the same table for the entire two presentations, or change tables at mid-session for the second presentation.

<b>131.1. Case Study Methodology for Intercultural Understanding and Language Development</b>
<b>Session: 3</b> <span style="float: right;"><b>Sutton North</b></span>
This session will present case study methodology in general, then suggest how it may be adapted to create lessons and materials appropriate for intermediate- and advanced-level language/culture classrooms, for the promotion of both language skills and cross-cultural understanding. The presentation will include a discussion of specific steps and strategies for creating "cultural case studies" and will illustrate the process with a few examples in French, based on authentic video and texts. The session will include time for dialogue and Q&A.

<b>Organizer/Presenter(s):</b>
Robert Daniel, Ph.D. Saint Joseph's University, Philadelphia, PA
<b>Intended Audience(s):</b> Four-year College/University
<b>Keyword:</b> Instructional strategies
<b>Examples in:</b> French
<b>Language(s) spoken:</b> English

<b>131.2. Using Multiliteracies to Develop Intercultural Competence and Learner Autonomy</b>
<b>Session: 3</b> <span style="float: right;"><b>Sutton North</b></span>
This presentation demonstrates how online portfolio projects can be used to foster learners' development of autonomous learning strategies and to scaffold their intercultural competence. A study conducted at a Midwestern university in 2014 investigated the learner autonomy of third-year German students developing intercultural competence in the context of the multiliteracy approach (Paesani, Allen, and Dupuy, 2016). In addition to a traditional pre- and post-test, the participants created multimodal projects for online portfolios that addressed different aspects of intercultural competence. An analysis of the projects revealed in how far a multimodal approach can help learners become autonomous and broaden their cultural knowledge.
<b>Organizer/Presenter(s):</b>
Nicola Schmerbeck, Ph.D. Ball State University, Muncie, IN
<b>Intended Audience(s):</b> Four-year College/University
<b>Keyword:</b> Technology
<b>Examples in:</b> English
<b>Language(s) spoken:</b> English

<b>131.3. Cross-Age Encounters: Learning Beyond the Classroom</b>
<b>Session: 3</b> <span style="float: right;"><b>Sutton North</b></span>
This presentation will explore three student-driven community outreach programs implemented in intermediate-level Spanish classes, designed to create an inspiring and transformative way to motivate students to use the language in authentic settings while engaging in the community. Details about the successful practices, challenges, and outcomes will be discussed, and attendees will be able to learn how to establish relationships and collaboration with the community while enhancing the intercultural competences of their students.
<b>Organizer/Presenter(s):</b>
Carolina Castillo Larrea, Ph.D. Liana Stepanyan, Ph.D. Maria Mercedes Fages-Agudo, M.A. University of Southern CA, Los Angeles
<b>Intended Audience(s):</b> High School & College
<b>Keyword:</b> Communities/Workplace
<b>Strand:</b> Research Roundtable
<b>Examples in:</b> English and Spanish
<b>Language(s) spoken:</b> English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 131.4. Integrating Service Learning into Spanish class

**Session: 3** **Sutton North**

Service learning is a way for our students to understand and respect the Hispanic culture. It helps them achieve several cultural, social, and learning goals. However, it can be a challenging task. This is an informal and interactive session where we will talk briefly about theory and share the advantages and disadvantages of service learning.

**Organizer/Presenter(s):**

Jose Pino, Ph.D.  
Mercer University, Macon, GA

**Intended Audience(s):** Four-year College/University

**Keyword:** Communities/Workplace

**Examples in:** Spanish

**Language(s) spoken:** Spanish

### 131.5. Developing Student Intercultural Competence in STARTALK Programs

**Session: 3** **Sutton North**

This session will focus on effective instructional practices in world language classrooms to build student intercultural competence. The findings from a survey administered to STARTALK student participants in 2014 will be presented to illustrate how instructional practices promote the development of student intercultural competence. These instructional practices include use of target language, comprehensible input, feedback from teacher and peers, and use of technology. Additionally, findings on the influence of student attitudes toward other cultures on the development of intercultural competence will be presented. Videos of effective instructional practices in world language classrooms will be shared with the audience.

**Organizer/Presenter(s):**

Wei You  
University of Maryland, College Park

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Research

**Examples in:** Chinese

**Language(s) spoken:** English

### 131.6. Developing Intercultural Competence in the Language Classroom

**Session: 3** **Sutton North**

Developing Intercultural Competence (IC) is an essential skill to be acquired in our globalized world; therefore, it should become part of the assessment plan and curriculum in our schools and universities. As part of the assessment plan used at our institution, some of our students were administered the Intercultural Development Inventory (IDI). Considering the results obtained in IDI, and in order to close the assessment loop, we propose some teaching practices that will target the advancement of IC. In our presentation, we will provide a general overview of what IC entails, and some specific examples of how IC can be integrated in our language classrooms at various levels and through the curriculum.

**Organizer/Presenter(s):**

Maria J. Cabrera, Ph.D.  
West Chester University of Pennsylvania  
Meg Niiler, M.A.  
West Chester University of Pennsylvania

**Intended Audience(s):** Four-year College/University

**Keyword:** Instructional strategies

**Examples in:** Spanish

**Language(s) spoken:** English

### 131.7. Effect of Teachers' Level of Technology Integration on Students' HOTS

**Session: 3** **Sutton North**

Teachers play a key role in helping students acquire 21st-century skills, including intercultural competence. This presentation will highlight the findings of a recent study that underscored the effect of world language teachers' current level of technology integration on the students' development of Higher-Order Thinking Skills, an important factor in fostering students' intercultural competence. World language educators will be able to understand the impact of their teaching practices on their students' intercultural competence and will see examples of effective activities.

**Organizer/Presenter(s):**

Elcie Douce, Ed.D.  
St. John's University, Queens, NY

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Technology

**Examples in:** English

**Language(s) spoken:** English

### 131.8. Social Media for Cultural Competence: Study Abroad Learners as Ethnographers

**Session: 3** **Sutton North**

The presentation is based on a project to use social media for ethnographic assignments during a short-term study abroad program in Spain. Some of the questions addressed by this presentation include: How can social media be used to increase intercultural awareness? How can ethnographic assignments be used in short-term programs? What were some of the outcomes of the project in terms of cultural gains? The presentation will provide a framework for an ethnographic use of social media in language teaching, sample assignments and examples of student work, hands-on practice designing media-based ethnographic assignments, and a discussion of implications of incorporating social media for intercultural competence.

**Organizer/Presenter(s):**

Roberto Rey Agudo, MIT

**Intended Audience(s):** High School & College

**Keyword:** Culture/Literature

**Examples in:** Spanish

**Language(s) spoken:** English

### 131.9. Errors Are Tools for Learning

**Session: 3** **Sutton North**

This study shows how important it is to lead students not only to correct their errors but to apply critical thinking skills to analyze and error and find its linguistic source. After analyzing four methods to approach students' errors in 12 Spanish classes, this paper illustrates the most effective strategies to see and use errors as tools for learning. This way, students can master the error, overcome learning anxiety, build confidence in their learning and advance successfully in their language learning process. This research study also shows that once the error has been fully analyzed and grasped, it is important to target the errors with specific and appropriate input and output activities to speed up the learning process.

**Organizer/Presenter(s):**

Vilma Concha-Chiaraviglio, D.A.  
Meredith College, Raleigh, NC

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Assessment

**Examples in:** Spanish

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 131.10. Exploring FLES Teachers' Perceptions About Assessment in WL Education

**Session: 3** **Sutton North**

This session presents cutting-edge research on perceptions about assessment and assessment practices within the context of Foreign Language in the Elementary School (FLES) teachers' perspectives. A mixed-methods approach was used to collect data from an online survey and 14 virtual semi-structured follow-up interviews of 128 teachers from throughout the U.S. Findings suggest that participants had knowledge of and the ability to implement standards-based assessment practices but faced unique challenges that influenced their pedagogical choices. The applicability of the study's findings offers insight on the importance of tailoring teacher professional development initiatives to meet the needs of specific teacher populations.

**Organizer/Presenter(s):**

Olga Ivonne Corretjer, Ph.D. candidate  
George Mason University, Fairfax, VA

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Research

**Examples in:** English

**Language(s) spoken:** English

### 131.11. Fostering Intercultural Competence in Short-Term Study Abroad

**Session: 3** **Sutton North**

How can we maximize students' opportunities for developing intercultural competence (IC) in short-term study abroad programs? This presentation summarizes an attempt to increase students' IC in a four-week study abroad program through increased cultural reflections and projects facilitated by iPad technology. Students' IC was measured before and after the program with the Global Competence Aptitude Assessment and results from the test will be presented. The GCAA scores were analyzed in combination with students' cultural reflections to identify if and how students were able to develop their IC abroad. Results will be summarized and practical advice for maximizing the opportunities for developing IC in study abroad will be given.

**Organizer/Presenter(s):**

Theresa Schenker, Ph.D.  
Yale University, New Haven, CT

**Intended Audience(s):** Four-year College/University

**Keyword:** Technology

**Examples in:** German and English

**Language(s) spoken:** English

### 131.12. Globally and Effectively Functioning Mindsets: Buzzwords in Action

**Session: 3** **Sutton North**

Growth Mindset. Global Perspective. Executive Functioning. These are all buzzwords that are nudging their way into our meetings, our bookshelves, and our professional development. We are realizing that we need a change from textbook-led curricula to practical, student-centered classrooms. This presentation will take you along on my journey of putting these buzzwords into practice — with success and with failure, but always with learning. How do we adapt it to our content? How do we make time in class to focus on it? How do we navigate through the current buzz? My desire is that attendees will feel empowered and motivated to walk the talk that we cannot run away from in the climate of World Language teaching today.

**Organizer/Presenter(s):**

Katherine Shepard  
Fairfax County PS and  
George Mason University, Fairfax, VA

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Curriculum

**Examples in:** English and German

**Language(s) spoken:** English

### 131.13. La competencia intercultural en la enseñanza y aprendizaje de ELE

**Session: 3** **Sutton North**

Es claro que la lengua como parte de la cultura, y que conlleva la identidad del comunidad que la habla es un aspecto importante e incluso inherente a la cultura, por lo cual se hace evidente su inclusión en la clase de ELE para afianzar y fortalecer el proceso de aprendizaje de la lengua extranjera. Y si bien la instrucción formal se ha basado en fortalecimiento de la gramática en niveles superiores del aprendizaje, no enseña a hablar o ser aceptado en una comunidad de habla extranjera perteneciente a la lengua meta, aspectos inherentes a la competencia intercultural que recientemente se empieza a integrar con mejores resultados dentro del proceso y con mayor pertinencia para darle el "acabado final" a cada nivel de lengua que se trabaje.

**Organizer/Presenter(s):**

Carmen Marin  
Tania Cárcamo Escorcía  
Universidad de La Guajira, Colombia

**Intended Audience(s):** Four-year College/University

**Keyword:** Culture/Literature

**Examples in:** Spanish and English

**Language(s) spoken:** Spanish and English

### 131.14. What is Spanish? Promoting Conceptual Thinking in Beginner/Intermediate Language Learning

**Session: 3** **Sutton North**

What happens when students use the target language at early stages of language learning to investigate universal concepts through culturally relevant contexts such as nationalism and the Argentine Gaucho? Learn how engaging in comparative inquiry with students can mediate the development of intercultural competence and long-term meaning in the target language. Teacher-researcher Daphne Clyburn will facilitate discussion and share examples grounded in graduate research, theoretical inquiry, and classroom experience. This presentation is for all educators who wish to consider questions we face as language programs evolve: What is Spanish and what does it mean to be a teacher of Spanish?

**Organizer/Presenter(s):**

Daphne Clyburn, M.A.  
Saint James School, Hagerstown, MD

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Connections/Comparisons

**Examples in:** Spanish

**Language(s) spoken:** English

### 131.15. Language Flexibility and Intercultural Competence: Skills That Last a Lifetime

**Session: 3** **Sutton North**

Circumlocution fluency and the ability to communicate easily in a simplified "interlanguage" are both transferable skills that help develop linguistic flexibility and facilitate communication — in English with foreigners, in a first foreign language, or in a foreign language you do not know well. Also transferable is the knowledge of basic Intercultural Communication concepts (Individualism vs. Collectivism, High vs. Low Context, Internal vs External Locus of Control, etc.) that allow you to understand the actions of those from different cultures and to behave more appropriately oneself. They are also fun, and they foster self-confidence! Games, observation techniques, interactive activities, handouts (including bibliography).

**Organizer/Presenter(s):**

Jan Solberg, Ph.D.  
Kalamazoo College, Kalamazoo, MI

**Intended Audience(s):** High School & College

**Keyword:** Materials

**Examples in:** English (translatable)

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 131.16. Developing Critical Cultural Awareness: Polish Language Teachers' Beliefs and Practices

**Session: 3** **Sutton North**

In the face of rapid changes in global communication, intercultural competence has become an essential component of L2 education even in countries which, like Poland, are perceived as overtly monolingual and monocultural. One of many examples of conceptualizing the notion of intercultural competence is Byram's model of Intercultural Communicative Competence. One of the most intriguing elements of the model is critical cultural awareness, which may serve as a practical tool for tackling cross-cultural communication problems. As there are many challenges in understanding and developing critical cultural awareness in EFL classroom, the main aim of my research was to investigate L2 teachers' beliefs and practices concerning Byram's model.

**Organizer/Presenter(s):**

Agata Cierpisz, M.A.  
Jagiellonian University  
Kraków, Woj. Małopolskie

**Intended Audience(s):** Adult/Professional

**Keyword:** Research

**Examples in:** English

**Language(s) spoken:** English

### 131.17. Storytelling as a Tool for Arabic Language Acquisition

**Session: 3** **Sutton North**

This is an ongoing research project that measures storytelling in language acquisition. The research involves developing an Arabic reader that combines thematic vocabulary and grammar exercises with story-based comprehension activities. Arabic proficiency will be tested using an OPI-type questionnaire before the beginning of the course, after one semester, and after two semesters of teaching with the reader. The book we have developed consists of four fairy tales that include vocabulary related to colors, food, weather, and body parts. The stories and exercises in the reader were written by Evelyn Torsher and Mireille Koukjian. This project was made possible by a grant from the Kirkland Endowment.

**Organizer/Presenter(s):**

Mireille Koukjian M.Ed.  
Evelyn Torsher, Student  
Hamilton College, Clinton, NY

**Intended Audience(s):** Four-year College/University

**Keyword:** Instructional strategies

**Examples in:** Arabic

**Language(s) spoken:** English

### 131.18. Strike While the Iron's Hot: Immersion Programs for Young Learners

**Session: 3** **Sutton North**

I will present data collected from the interviews of school administrators and elementary educators and from the literature related to early language immersion programs. In addition, I will research schools in the Northeast region that have successful language immersion programs. I will then invite participants to discuss their perspectives and experiences about successfully advocating for more programs that take advantage of young child as natural language learners.

**Organizer/Presenter(s):**

Julia Snyder  
Kutztown University, Kutztown, PA

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Research

**Examples in:** Spanish

**Language(s) spoken:** English

### 132. Leadership, Communication and Cooperation: Making Language Relevant

**Session: 3** **Sutton Center**

Developing intercultural competence through world languages? Let's incorporate the theme in our language classes by promoting relevant communication activities that encourage independent and critical thinking, which is core to leadership. In this session, participants will engage in games and dynamics that can be used to reflect on leadership and communication. Walk away from this session with easily adaptable activities that will push students to engage themselves in communication that is not repetitive or formulaic, and that encourages reflection on the themes of participation, cooperation, critical thinking, and leadership.

**Organizer/Presenter(s):**

William Brown  
Institute of Notre Dame, Baltimore, MD

**Intended Audience(s):** High School

**Keyword:** Instructional strategies

**Strand:** D

**Examples in:** Spanish

**Language(s) spoken:** English

### 133. It All Starts with Proficiency: Connecting Assessment and Learning

**Session: 3** **Beekman**

Proficiency is at the core of language learning, from measuring progress to identifying effective strategies for learning. What can learners do at each proficiency level (Novice, Intermediate, Advanced)? What does it take to move to the next level? Use ACTFL's research-based resources to plan standards- and proficiency-based instruction and assessment.

**Organizer/Presenter(s):**

Pete Swanson  
ACTFL & Georgia State University  
Marty Abbott  
ACTFL

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Various

**Language(s) spoken:** English

### 134. Key to Success: Motivation and Collaboration in the Spanish Classroom

**Session: 3** **Regent**

If you're looking for ideas to help get your students actively engaged and excited about learning Spanish, then look no further. Engage students in the learning process through incorporating exciting activities that foster collaboration, cultural connections, and autonomous learning. I will share a selection of fun and highly effective activities that increase your students' engagement and mastery of the language. You will leave this workshop with tons of new ideas and lesson plans that will help build fluency, boost students' motivation, and create an active learning environment!

**Organizer/Presenter(s):**

Carmen Herrera  
The Dalton School, New York, NY

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** Spanish

**Language(s) spoken:** English

## NECTFL 2016 Program at a Glance

Day	Session	Start	End	Sutton South	Sutton North	Sutton Center	Beekman	Regent	Byrant	Nassau East	Nassau West	Murray Hill East	Murry Hill West	Gramercy East	Gramercy West	Gibson	Clinton	Madison	4th Floor	Color Coding Key		
Thursday	AM PCW	9:30 AM	12:30 PM	01. Lessons for Your Classroom from the Oral Proficiency Interview	02. Uncovering Curriculum: Intercultural Competence by Design (Strand E)	03. What Works? Selecting and Evaluating Effective Instructional	04. ACTFL CORE 6: Blending Language Acquisition and Intercultural Competence	05. Collaborating to Implement Intercultural Competence and Citizenship in Education (Strand B)	06. Developing Creative Writing Skills For All Students	07. A Recipe for iPads in the Primary WL Classroom	08. Students with Disabilities: Strategies/Modifications for the World Languages Class									A. Exploring the nature and scope of intercultural competence		
Thursday	PM PCW	1:30 PM	4:30 PM				09. Are You Game?	10. Building Intercultural Competency (Strand D)	11. Reaching ACTFL's Culture Standards Through Ethnography and Mobile (Strand F)	12. Tools for Imparting Literature via Art, History, Culture, and Language (Strand E)									13. State Leaders Luncheon and Meeting (Lincoln)	B. Developing global citizenship through world languages		
Thursday	Evening	5:00 PM	8:00 PM																	14. Board of Directors Meeting (East)	C. Providing PD to teachers for developing intercultural competence	
Friday	Early	8:30 AM	9:30 AM	100 Opening Plenary Session																D. Building intercultural competence in our schools and communities		
Friday	Session 1	10:15 AM	11:15 AM	101 Bring Your FLES Program to the Next Level		102 I ♥ Google	104 Let's Get (Inter)personal!		106 ES: The Brain, Visuals, Speech and Using Your Smart Board - QTalk	107 Developing Intercultural Competence: Learning Among Culturally and Linguistically Diverse Students (Strand E)	108 Mead Collaborative	109 Teaching Fairy Tales, Culture, and Intercultural Comprehension (Strand E)								13. State Leaders Luncheon and Meeting (Lincoln)	E. Integrating intercultural competence in teaching, learning, and curriculum	
Friday	Session 2	11:30 AM	12:30 PM	116 Building Your Core: Effective Practices for Language Learners and Educators	117 #techlab	118 Cultural Competency: Learning to Learn Through Play! (Strand D)	119 Inspire Students to Build Proficiency Using LILL's 6 Core Practices	120 Weaving Intercultural Competence into the World Language Classroom (Strand E)	121 ES: Meet Passport! EMC's Revolutionary World Languages Learning Platform	122 Une soupe au caillou: A Thematic Unit (Strand E)		123 Intercultural Competence - Right off the Ball! (Strand E)	124 Technology for the Twenty-First Century Latin Teacher: Latin Literature (Strand F)	125 Strengthen Your Departmental Performance Assessments	126 Best of ME: Authentic Resources: What? Where? How?	127 Global Citizenship and the French Connection (Strand B)	128 Writing for Intercultural Competence (Strand A)	129 ES: Teaching Intercultural Competence - EntreCulturas: Communicate, Explore, and Connect Across Cultures			F. Exploring the role of technology in developing intercultural competence	
Friday	Session 3	1:30 PM	2:30 PM	130 Build-A-Project: Complete Guide to Creating/Implementing Contextualized, Communicative TL-only Projects	131 Research Roundtable	132 Leadership, Communication and Cooperation: Making Language Relevant (Strand D)	133 It All Starts with Proficiency: Connecting Assessment and Learning	134 Key to Success: Motivation and Collaboration in the Spanish Classroom (Strand E)	135 ES: Proficiency Press: Developing Intercultural Competencies Through Communicative Activities	136 On the Road to Intercultural Competence (Strand E)	137 Teachers First: Expanding Our Own Cultural Knowledge Base (Strand C)	138 Comprehending China: Exploring Language, History, and Culture Through Film (Strand E)	139 Digital Tools For the Global Arabic Classroom (Strand F)	140 Inspire, iDiscover, iExplore, iMatter. I Teach German.	141 Best of PA: Using Stations to Engage Students in all 5Cs	142 PSMIA Global Scholars Program: Developing Global Competence and Building Programs (Strand B)	143 You Family's Story: A Bridge to Another Culture (Strand A)	144 ES: Engaging and Motivating All Learners (Vista Higher Learning)			General Sessions not selected to be listed in one of the focused strands above.	
Friday	Session 4	3:15 PM	4:15 PM	145 The Principled Approach (TPA): The Beliefs that Drive the Classroom	146 Transitioning from Traditional Assessments to Project-Based Learning	147 ES: The Best-selling German Program has Improved! Deutsch Aktuell ©2017 (EMC)	148 Fostering Character and Community in the Language Classroom	149 Tales of the World - The Light: The power of Storytelling (Strand E)	150 ES: Using Yabla Immersion Videos to Enhance Language Instruction	151 Integrating Culture, Content, and Language: New Strategies for Next Week (Strand E)	152 Understanding Empire: Using History to Cultivate French Language Proficiency (Strand C)	153 Crossing Cultures Through Theater: All the World's a Global Stage (Strand E)	154 Radio Ambulante in the Spanish Language Classroom (Strand F)	155 Project-Based Proficiency and Professional Movie Making	156 Best of NJ: The Power of Social Media: Using Google, Pinterest and Twitter	157 France After Charlie Hebdo: The Challenges Ahead (Strand B)	158 Teaching Politeness and Refusal Strategies in Business Chinese (Strand A)	159 ES: Ready, Set, Blend! Using Technology for Increased Proficiency			ES: Exhibitor Sessions	
Friday	Session 5	5:00 PM	6:00 PM	160 AP Themes in the Level 3 and 4 Classroom	161 ES: Using Authentic Materials for Teaching Italian as FL: Building Lessons	162 Service Language Learning at its Best (Strand D)	163 Community College Forum	164 Teaching Speaking Skills Through Culture (Strand E)	165 ES: Engage, Motivate, Challenge: EMC's Spanish Program ¡Qué chévere!	166 Contemporary Chinese Art (Strand E)	167 Whose class is it anyway? (Strand C)	168 Intercultural Competence for the Linguistically Not-Yet-Competent (Strand E)	169 Expanding Global Perspectives and Competencies with Digital News Media (Strand F)	170 Activities that Keep on Going after the "Batteries" Die	171 Targeting 90 Percent: Immersion Lessons in Art and Literature	172 The Commission on Language Learning: An Update	173 ES: Goethe Institut's Projects for Teachers and Learners of German	174 ES: Comprehensive Input for Student Communication (Cambridge)			NECTFL Special Events	
Friday	Evening	6:30 PM	8:00 PM																	175 NECTFL Awards Ceremony (New York)	A. Exploring the nature and scope of intercultural competence	
Saturday	Early	7:15 AM	8:15 AM																		200 Breakfast Meetings Past Chairs (Hudson) NADSFL/NCSFL (Lincoln)	B. Developing global citizenship through world languages
Saturday	Session 6	8:30 AM	9:30 AM	201 How Can Citizenship Inform World Language Teaching? (Strand B)	202 Connecting Medical Spanish to the Community: Fairfield University's Pilot Program (Strand D)	203 Fostering Intercultural Competence Through the Use of Short Films (Strand E)	204 Oh, the Places You'll Go in the Student Centered Classroom	205 Books and Digital Literacy in the Global Language Classroom (Strand F)	206 ES: The ABCs of the IPA (EMC)	207 Unmasked: Designing Inquiries into Cultures as Thematic Units (Strand E)	208 Sight-reading Latin: Helping Our Students Become Engaged and Fluent Readers	209 ES: Internship & Service Learning: A Practical Experience for Students, a Benefit for the Community	210 Teaching Higher-Order Thinking Skills Through GLP's Content Aligned Elementary School Curriculum	211 When They Don't Get It: Metacognitive Strategies for Language Learning	212 Best of RI: Productive Group Work	213 ES: REAL LANGUAGE right away	214 A Decade of FLES in New Paltz	215 ES: Rapid Response for Teachers of French (AATF)			C. Providing PD to teachers for developing intercultural competence	
Saturday	Session 7	10:15 AM	11:15 AM	216 NNELL Networking Session	217 Developing Students' Global Competency and Biliteracy: Approaches and Resources (Strand D)	218 Learning Spanish in the US: Veritable Oasis for Intercultural Competence (Strand E)	219 Serious Communicative Activities that are Seriously Fun	220 Creating Global Community: an AP Spanish Language and Culture MOOC (Strand F)	221 ES: The Ideal Lesson Plan: Ten Steps to Total Fluency! (Breaking the Barrier)	222 Best Practices in Foreign Language Teaching: Developing Intercultural Competence (Strand E)		223 World Languages: Full STEAM Ahead! (Strand E)	224 Developing Frameworks for Cultural Knowledge in World Language Study (Strand E)	225 Complete Guide to edCampWL	226 Best of NY: Literature Circles in the World Language Classroom	227 ES: Engage, Motivate, Challenge: EMC's Chinese program, Zhèn Bàng! ©2017	228 ES: Student-centered Learning with Authentic Documents in the Italian Classroom (Applause)	229 ES: BYOLL: The First Free Language Lab for any Device (ASCD)			D. Building intercultural competence in our schools and communities	
Saturday	Session 8	12:15 PM	1:15 PM	230 Dual Language Education: The Bilingual Revolution for All Linguistic Communities (Strand B)	231 ES: Insegnare: i tratti sub-standard più comuni presenti nella varietà neo-standard	232 Stepping out of the Language Box: Connecting Spanish to Sustainability (Strand E)	233 Engage Students with Exciting Games and Tip-top Technology	234 Integrating Technology into Teaching Chinese Pragmatics (Strand F)	235 ES: Spanish Designed for Success: Authentic Language/Culture for Communicative Proficiency (Santillana)	236 Developing Intercultural Competence in Short-term Study Abroad Programs (Strand E)	237 2014 NECTFL SANS Inc./Mead Leadership Fellow Bilingual Books (Strand D)	238 "Under the Iceberg": Developing Intercultural Competence in the Language Classroom (Strand E)	239 The Development of Intercultural Competence Through Experiences Across World Languages (Strand E)	240 Surf's Up! Catch the Interpersonal Wave of Communication	241 Best of MD: How Much Are Your Questions Worth?	242 ES: How to Make Your Own Interactive Vocabulary and Grammar Games (SpeakAgent)	243 Developing Students' Intercultural Competence Through Isolation Immersion Training (Strand E)	244 Developing Project-based Curriculum to Enhance Modern Greek HL Learning (Strand E)	237 Advisory Council Lunch and Meeting (Lincoln, NOTE: 11:30 start)		E. Integrating intercultural competence in teaching, learning, and curriculum	
Saturday	Session 9	2:00 PM	3:00 PM	245 Public Safety, Private Lives: Examining Global Issues in WL Classroom (Strand B)	246 French Heritage Language Communities in the U.S. (Strand D)	247 Developing Intercultural Competence Through Funds of Knowledge (Strand E)	248 Learn with the National Language Teacher of the Year	249 Integrating Intercultural Competence in Teaching and Learning Through Digital Stories (Strand F)	250 Passive Acquisition Works: Effie's Two Systems to Energize Your Classroom	251 Focus on Interculturality: Embedding Culture Through Story to Build Proficiency (Strand E)	251a 2014 Mead Fellow - Adjusting the Focus: Retooling Lessons with a Lens of Interculturality (Strand E)	252 Pupperty in the Classroom: Fun with Folk Tales! (Strand E)	253 Awake to Difference: The Wake and Intercultural Competence (Strand E)	254 Project-based Learning in Arabic, French and Spanish	255 Best of CT: Making Magic with Vocabulary!	256 GLP STARTALK "Highly Effective Teacher by Design" Program Preview (Strand C)	257 Stop Stereotyping the Teaching of Arabic (Strand E)	258 Sound and Vision: TV and Advertising as Cultural Narratives (Strand E)			F. Exploring the role of technology in developing intercultural competence	
Saturday	Session 10	3:15 PM	4:15 PM	259 It's Elementary! (Strand B)	260 An Introduction to the AIM	261 PBLL: Engaging Projects in Developing Intercultural Competency (Strand E)	262 iPin, iTweet, iLearn	263 Piktchart: Engaging Language Learners Through Technology (Strand F)	264 Best of MD 2014: Cultivando una cultura de AP en las clases básicas	265 Teaching Culture Through the Chinese Zodiac Story (Strand E)	266 Fantastic New Teaching Resources for AP	267 Incorporating Immigration in the Spanish Classroom Through Film (Strand E)	268 Acquiring Intercultural Competencies for Africa (Strand E)	269 Case Study: Project-based, Global Business Spanish Immersion Program	270 Best of NH: Introduction to Modern Language	271 RIFLA Oral Proficiency Institutes for Educators (Strand C)	272 Building Intercultural Competence Through the AP Italian Cultural Comparison Task (Strand E)	273 Beyond "Oktoberfest": Promoting Intercultural Competence Through Analyzing Cultural History (Strand E)			General Sessions not selected to be listed in one of the focused strands above.	
Saturday	Closing	4:30 PM	5:30 PM	274 Closing Plenary Session																ES: Exhibitor Sessions		

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 135. Proficiency Press: Developing Intercultural Competencies Through Communicative Activities

**Session: 3** **Byrant**

In this workshop, Proficiency Press will share the newest performance based, communicative activities developed to foster intercultural competence. We will share culturally based materials for topics such as: Personal ID, Family, Education, Shopping, Sports, Science, Humanitarian Engagement, Food and Literature. These materials are available as Performance Assessment, Read-to-Write Tasks, and Interactive Classroom Activities, which can be used immediately with your students and are aligned with the Common Core Standards.

**Organizer/Presenter(s):**

Patricia Lennon  
Rosemary Haigh  
Doug Moore  
Proficiency Press

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Strand:** Exhibitor Session

**Examples in:** Spanish, Italian and French

**Language(s) spoken:** English

### 136. On the Road to Intercultural Competence

**Session: 3** **Nassau East**

Road movies provide varied opportunities for integrating engaging activities into the language curriculum that promote intercultural sensitivity and help students develop culturally appropriate communication strategies. Students at all proficiency levels develop empathy for cultural difference through hands-on, interactive awareness-raising exercises based on the films. This session provides information about appropriate movies and engages participants through tasks designed to develop effective intercultural analysis and communication strategies at all instructional levels. Examples come from German and Spanish classes, but do not presuppose knowledge of either language and are applicable to all.

**Organizer/Presenter(s):**

Sue Griffin  
Gisela Hoecherl-Alden, Ph.D.  
Boston University Boston, MA

**Intended Audience(s):** High School & College

**Keyword:** Connections/Comparisons

**Strand:** E

**Examples in:** German and Spanish

**Language(s) spoken:** English

### 137. Teachers First: Expanding Our Own Cultural Knowledge Base

**Session: 3** **Nassau West**

This session looks at data on teachers' perceived strengths and weakness regarding teaching culture in their classrooms. The "Cultural Framework of Products, Practices, Perspectives" provides a way for teachers to gather and organize evidence that enriches their own cultural insights in preparation for teaching. The framework can be an effective tool for discovering and uncovering cultural information from documents, observations, or conversations on themes of interest to learners and that can be transferred to effective teaching materials. A few examples will be presented and participants can start to construct cultural journals for themselves.

**Organizer/Presenter(s):**

June Phillips, Ph.D.  
Weber State University, Ogden, UT

**Intended Audience(s):** High School & College

**Keyword:** Professional development

**Strand:** C

**Examples in:** French and Spanish

**Language(s) spoken:** English

### 138. Comprehending China: Exploring Language, History, and Culture Through Film

**Session: 3** **Murray Hill East**

True foreign language acquisition requires an understanding of the multidimensional aspects of the region, including cultural, historical, political, and geographical issues. Exploring the language and culture through film provides students with learning opportunities. It allows the instructor to identify the genre and the historical, political, and cultural influences that motivate student learning. Authentic film materials enable the instructor to provide visual, audio, social, and contextual cues to language learners, and permit students to immerse themselves in the vivid imagery and other stimuli of the era. The use of film introduces students to a variety of language levels, regional dialects, and authentic colloquialisms.

**Organizer/Presenter(s):**

Haning Hughes, Ph.D.  
Air Force Academy, USAF Academy, CO

**Intended Audience(s):** Four-year College/University

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** Mandarin Chinese

**Language(s) spoken:** English

### 139. Digital Tools For the Global Arabic Classroom

**Session: 3** **Murray Hill West**

During this session, teachers will explore digital resources and strategies that will help their students not only improve their language skills, but also enable them to take part in the global culture as connected citizens and learners. We will begin by identifying quality indicators for digital tools selection, then move to explore ways of using these tools, in alignment with the identified indicators, to break the barriers of the physical classroom. At the end of the session, participants will be able to make informed decisions on using technology to best meet their classroom needs in today's global educational environment.

**Organizer/Presenter(s):**

Ouajdi Cherif  
United Nations International School, NY

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Technology

**Strand:** F

**Examples in:** Arabic

**Language(s) spoken:** English

### 140. iInspire, iDiscover, iExplore, iMatter. I Teach German.

**Session: 3** **Gramercy East**

AATG's Teacher Recruitment project focuses on the early identification of prospective teachers of German to begin averting German teacher shortages that many times result in program closures. Showing that teaching German is a viable and highly rewarding career choice is at the core of the project. Learn about this and other AATG programs for K-16, including language advocacy and professional development, the Kinder- und Jugendliteratur project, National German Exam, STEM projects, and more.

**Organizer/Presenter(s):**

Keith Cothrun  
AATG, Cherry Hill, NJ  
Hal Boland,  
Heritage High School, Leesburg, VA

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Policy, issues

**Strand:** General

**Examples in:** German

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 141. Best of PA: Using Stations to Engage Students in All 5 C's

**Session: 3** **Gramercy West**

Participants will learn new and exciting ways to differentiate their classrooms through the use of stations. This session will share several strategies that will engage students in culture using authentic materials while helping them to focus on key grammatical and vocabulary concepts. A complete folder with handouts on how to develop unique cultural and language activities at any level will be given.

**Organizer/Presenter(s):**

Nathan Campbell  
Megan Flinchbaugh  
Manheim Central High School, PA

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish and English

**Language(s) spoken:** English

### 142. PSMLA Global Scholars Program: Developing Global Competence and Building Programs

**Session: 3** **Gibson**

Learn more about the new PSMLA Global Scholars Program. This virtually cost-free, interdisciplinary, easy-to-administer program recognizes and honors students who pursue courses and activities that are global in nature. It is easily adapted to a school's existing curriculum (no new courses necessary) yet prepares students for personal and professional participation in the global community. Additional advantages include possible enhanced world language enrollment, improved collaboration with teachers of other disciplines and administrators, and elevated importance of world languages in the school community.

**Organizer/Presenter(s):**

Jan Hostler Stewart, D.Ed.  
Pennsylvania State Modern Language Association

**Intended Audience(s):** High School

**Keyword:** Connections/Comparisons

**Strand:** B

**Examples in:** English

**Language(s) spoken:** English

### 143. Your Family's Story: A Bridge to Another Culture

**Session: 3** **Clinton**

When students can personalize an element of the broad spectrum of the varied components of "culture" it is inevitable that linking the culture to the self and the family increases student enthusiasm. This session will explore projects utilizing oral interviews, family history research methodology, and the exploration of cultural practices within the family unit and community, brought to the US by students' families. These practices cover a wide variety of subjects ranging from food, dress, superstitions, to rituals connected to major life events such as weddings and funerals. Come learn how students can recapture a broken linguistic link and connect to the centuries-old culture of their ancestral homeland in a personal and rewarding way.

**Organizer/Presenter(s):**

Angela Gulielmetti, Ph.D.  
Jonathan Shea, M.A, MLS  
Central CT State University, New Britain

**Intended Audience(s):** High School & College

**Keyword:** Culture/Literature

**Strand:** A

**Examples in:** Italian, German, Polish, Russian

**Language(s) spoken:** English

### 144. Engaging and Motivating All Learners (Vista Higher Learning)

**Session: 3** **Madison**

Students' lives and learning are transformed through 3 steps: affirmation, engagement, and invitation. See specifically how to build student confidence, to immerse students in authentic media and language, and to connect students to their future through culture. Experience and reflect on specific content and approaches to build confidence, engage with authentic content and media, and address the cultural-linguistic connection for life-long language use. Reflection, discussion, and a working handout give you immediate, practical content and techniques.

**Organizer/Presenter(s):**

Norah Jones  
Vista Higher Learning

**Intended Audience(s):** High School & College

**Keyword:** Instructional strategies

**Strand:** Exhibitor Session

**Examples in:** Italian

**Language(s) spoken:** English

### 145. The Principled Approach (TPA): The Beliefs That Drive the Classroom

**Session: 4** **Sutton South**

What are your beliefs about language acquisition? What "organizing principles" drive your instruction? Can you clearly articulate them? Are they rooted in contemporary language acquisition research? Or are they borrowed from another age? Are they represented in your teaching? Or are your methods at odds with what you really would like to do with your students? Through discussion, reflection, and humor, this session will assist World Language teachers in developing a more "principled approach" to language acquisition. A set of 10 "organizing principles" for language acquisition will be considered.

**Organizer/Presenter(s):**

John De Mado  
John De Mado Language Seminars, LLC

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Professional development

**Strand:** General

**Examples in:** Spanish, French, and Italian

**Language(s) spoken:** English

### 146. Transitioning from Traditional Assessments to Project-Based Learning

**Session: 4** **Sutton North**

A teacher of 25 years will share her experience over the past five years transitioning from traditional assessments to ones centered on Project-Based Learning. The adaptation of PBL allows her students to integrate real-world skills, such as public speaking and communication, with critical content and cultural competency. Creating syllabi that give students consistent feedback on the framing of a "project," while at the same time teaching the content necessary to communicate effectively, leads to the elimination of traditional summative assessments. Students connect to the real world as they compare their own culture to another, build a portfolio, collaborate, think creatively, and solve problems while learning critical content.

**Organizer/Presenter(s):**

Sara Deveaux  
Westminster School, Simsbury, CT

**Intended Audience(s):** High School

**Keyword:** Assessment

**Strand:** General

**Examples in:** French

**Language(s) spoken:** English



## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 147. The Best-selling German Program has Improved! Deutsch Aktuell ©2017

**Session: 4** **Sutton Center**

Come discover EMC's Deutsch Aktuell 7th edition with its all-new meaningful communicative activities; brand new culture topics focused on the practices, products, and perspectives of German culture; and activities for building communities in the classroom and online. This new program includes a revolutionary language learning environment, Passport®, where blended learning helps you engage all students. Don't miss hearing the author describe his harrowing escape from East Berlin to West Berlin!

**Organizer/Presenter(s):**

Wolf Kraft  
EMC Publishing

**Intended Audience(s):** High School

**Keyword:** Curriculum

**Strand:** Exhibitor Session

**Examples in:** German

**Language(s) spoken:** English

### 148. Fostering Character and Community in the Language Classroom

**Session: 4** **Beekman**

At the start of seventh grade Spanish, students explore identity through the contrast of two verbs: tener (to have) vs. ser (to be). This provides a framework for bringing deeper themes of values, ethics, and socioeconomics into textbook units on family, housing, shopping, and travel. Students are encouraged to step beyond their linguistic and social comfort zones as they build community in the classroom and reflect on their own experience and the world around them. This session will provide a sampling of activities that can be adapted for language classes or other subjects. These will include community-building activities, discussion prompts, projects, and group work reflections.

**Organizer/Presenter(s):**

Chela Crinnion  
Ethical Culture Fieldston School, Bronx, NY

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Curriculum

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** English

### 149. "Tales of the World. The Light": The Power of Storytelling

**Session: 4** **Regent**

This session presents a bilingual volume of tales from oral traditions in Spanish and English with rich intercultural content and accessible language. Participants will explore innovative activities that build students' command of Spanish and English through reading, retelling, analyzing, and dramatizing. Strategies that can be used to enhance the exploration of these literary selections as well as ideas on how to incorporate these materials into teachers' curriculum will be discussed. Participants will be provided with the websites to request the materials in digital format and free of charge. Of special interest to middle and high school educators.

**Organizer/Presenter(s):**

Angel Tuninetti, Ph.D.  
West Virginia University, Morgantown  
María Amores, Ph.D.  
West Virginia University, Morgantown  
Mónica Durán, Ph.D.  
Universidad Autónoma de Madrid, Spain  
Angela Matute, Graduate Student  
West Virginia University, Morgantown

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Culture/Literature

**Strand:** E

**Examples in:** Spanish and English

**Language(s) spoken:** Spanish

### 150. Using Yabla Immersion Videos to Enhance Language Instruction

**Session: 4** **Byrant**

Yabla is a video-based online language immersion tool that allows students to experience native speakers in a variety of authentic contexts. Students improve their listening comprehension with its unique player functions, interactive tools, and games to review vocabulary and spelling. Yabla language immersion allows students to experience real people speaking real language improving both their listening comprehension skills and their intercultural competence. During this session, the presenter will explain and give examples of how this will work with students. All attendees will have ample time to explore the Yabla site on laptops or iPhones, and all participants will receive a 3-month classroom subscription to the the service.

**Organizer/Presenter(s):**

Brad Fetterer and John Duquette, Yabla Inc.

**Intended Audience(s):** High School & College

**Keyword:** Yabla Inc.

**Strand:** Exhibitor Session

**Examples in:** Spanish, French, Italian, German, Chinese, English

**Language(s) spoken:** English

### 151. Integrating Culture, Content, and Language: New Strategies for Next Week

**Session: 4** **Nassau East**

Engaging learners by integrating culture, content, and language in the classroom is every teacher's goal, but what strategies really work? This session will share tried-and-true techniques and resources such as video exemplars and model curricula that can be used to create learning experiences based around authentic, age-appropriate materials in a learner-centered environment and engage learners in real-world performance tasks. Participants will be guided through practical applications of the STARTALK-endorsed principles and resources. Online resources for implementing these strategies will be shared with the audience.

**Organizer/Presenter(s):**

Betsy Hart  
Natalie Corbin  
National Foreign Language Center  
College Park, MD

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** English

**Language(s) spoken:** English

### 152. Understanding Empire: Using History to Cultivate French Language Proficiency

**Session: 4** **Nassau West**

Understanding the scope of "la francophonie" requires historical and cultural context linking francophone countries to the vast French Empire of the 19th and 20th centuries. This discussion will explore strategies for promoting higher order communicative functions in the intermediate to advanced French language classroom using authentic materials from the colonial period with a focus on Africa. Through the use of images of propaganda, literary excerpts, and authentic newsreels, the instructor can guide students from lower to higher order communicative tasks such that students autonomously recognize and convey the complex and problematic nature of the colonial situation both in conversation and in writing through a shared class blog.

**Organizer/Presenter(s):**

Katherine Lakin-Schultz, Ph.D.  
Boston University, Boston, MA

**Intended Audience(s):** Four-year College/University

**Keyword:** Culture/Literature

**Strand:** C

**Examples in:** French

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 153. Crossing Cultures Through Theater: All the World's a Global Stage

**Session: 4** **Murray Hill East**

This praxis-based workshop explores the uses of theater in the classroom to promote intercultural competence. Participants will be exposed to a variety of acting techniques and drama exercises aimed at developing cultural awareness, intercultural understanding, and cross-cultural communication skills, based on 15 years of experience using theater in the teaching of foreign languages. Participants will be immersed in the experience of acting, pretending, and role-playing in the theater of everyday life as if they were in the country of the target language. Teachers will leave the workshop equipped with a set of techniques and exercises to develop intercultural competence in the classroom. No experience in theater is required.

**Organizer/Presenter(s):**

Veronica Rodriguez Ballesteros  
Boston University, Boston, MA

**Intended Audience(s):** High School & College

**Keyword:** Professional development

**Strand:** E

**Examples in:** Spanish

**Language(s) spoken:** English

### 154. Radio Ambulante in the Spanish Language Classroom

**Session: 4** **Murray Hill West**

Radio Ambulante <http://radioambulante.org> is an award-winning Spanish language podcast, developed in the style of "This American Life." It uses longform audio journalism and storytelling to explore unique facets of the history, culture and politics of Latin America and the Caribbean. This workshop, which will be led by members of the Radio Ambulante team, will focus on ways to use RA's rich authentic audio in the Spanish language classroom. Examples of best practices for using these audiocrónicas will be shared. Recommended for teachers of students with an intermediate mid proficiency in Spanish (or higher).

**Organizer/Presenter(s):**

Barbara Sawhill, Ed.M., M.A.  
Oberlin College, OH

Carolina Guerrero, Radio Ambulante

Rebecca Cohen  
Student at Oberlin College, OH

**Intended Audience(s):** High School & College

**Keyword:** Curriculum

**Strand:** F

**Examples in:** Spanish

**Language(s) spoken:** English

### 155. Project-Based Proficiency and Professional Movie Making

**Session: 4** **Gramercy East**

This session will demonstrate why movie making can be a powerful tool for fostering proficiency in the language classroom. Participants will see short film examples made by students and be given step by step instructions on how to integrate professional movie making techniques into the classroom to motivate students to use the language. The method includes how to help students select a suitable subject, the elements of good film making, shot composition, story boarding, and the effective use of music, objects, and silence. The presenter will also provide resources, links, and sample assessments.

**Organizer/Presenter(s):**

Julia Wildfong  
Massachusetts Academy of Math and Science at WPI, Worcester, MA

**Intended Audience(s):** High School & College

**Keyword:** Technology

**Strand:** General

**Examples in:** French and Spanish

**Language(s) spoken:** English

### 156. Best of NJ: The Power of Social Media: Using Google, Pinterest and Twitter

**Session: 4** **Gramercy West**

Best of New Jersey 2014 (FLENJ) Are you interested in becoming a connected educator? Allow a social media website to help guide your journey in connecting with others and enhancing online collaboration with your students. Connect with thousands of educators across the country and world to share ideas and best practices, and to exchange digital documents. Allow students to use social media to enhance their own understanding of subject material in a new and different way. We will explore social media sites such as Google Classroom/Communities, Pinterest, and Twitter to enhance your connectivity. Please bring an Internet-enabled device — this session is hands-on!

**Organizer/Presenter(s):**

Noemi Rodriguez  
Pascack Valley Regional HS District, Montvale, NJ

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Technology

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** English

### 157. France After Charlie Hebdo: The Challenges Ahead

**Session: 4** **Gibson**

The Charlie Hebdo attacks in Paris in January 2015 (including the attack on a Jewish grocery in the Paris suburb of Vincennes) have resulted in soul-searching not only in France but around the world about what can be done to curtail the scourge of international terrorism. In this presentation, the presenters examine the reaction to the attacks in French media, which argue that the government must institute necessary reform in society to help its ethnic and religious minorities integrate and overcome the "terrorist temptation." Moreover, French public intellectuals must step up to the challenge and educate the public on how to create a safer and more just France.

**Organizer/Presenter(s):**

Tom Conner, Ph.D.  
St. Norbert College, De Pere, WI

Eileen Angelini, Ph.D.  
Canisius College, Buffalo, NY

**Intended Audience(s):** Four-year College/University

**Keyword:** Culture/Literature

**Strand:** B

**Examples in:** French

**Language(s) spoken:** English

### 158. Teaching Politeness and Refusal Strategies in Business Chinese

**Session: 4** **Clinton**

As China has risen to be so large an economic entity, so has the status of Chinese as a business language. Many multinational companies in China have been trying very hard to tackle language barriers. As foreign managers of these companies find it difficult to smoothly enforce established managerial standards or mingle with their colleagues, they find these problems result from their misunderstanding, or oftentimes ignorance, of cultural nuances, be it oral or written. This presentation tries to demonstrate some examples of this communication problem by interacting with attendees through videos, authentic materials, role play, and games.

**Organizer/Presenter(s):**

Wei-Li Wu, Ed.D.  
Saginaw Valley State University, MI

**Intended Audience(s):** Adult/Professional

**Keyword:** Culture/Literature

**Strand:** A

**Examples in:** English and Chinese

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 159. Ready, Set, Blend! Using Technology for Increased Proficiency

**Session: 4** **Madison**

Many teachers are ready and willing to integrate technology into their lessons but may lack confidence and direction. This workshop aims to provide both by exploring models, sample lessons, resources, and solutions to common logistical problems. Concrete examples will be modeled and explained. Participants will be able to create their own innovative lesson with a hands-on approach. Attendees should bring own laptops or personal devices.

**Organizer/Presenter(s):**

Lida Zlatic, ClassTracks  
Jamel Daugherty, ClassTracks

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Technology

**Strand:** Exhibitor Session

**Examples in:** Spanish, Latin

**Language(s) spoken:** English

### 160. AP Themes in the Level 3 and 4 Classroom

**Session: 5** **Sutton South**

Are you looking for ways to motivate your Level 3 and 4 students to use the target language in a meaningful way? Put away the grammar drills and make connections between world language class and other courses, including history, science, and art. Explore ways to take free online resources and create your own curriculum based around the AP Themes. Your students will be motivated to speak and write in the target language when they can make connections to other coursework. Use your imagination and create a one-of-a-kind curriculum tailored to your students' interests.

**Organizer/Presenter(s):**

Susan Terranova  
Mt. St. Joseph High School, Baltimore, MD

**Intended Audience(s):** High School

**Keyword:** Curriculum

**Strand:** General

**Examples in:** English and Spanish

**Language(s) spoken:** English

### 161. Using Authentic Materials for Teaching Italian as FL: Building Lessons

**Session: 5** **Sutton North**

This session presents the importance of authentic materials in Italian classes in bridging the gap between the learning environment and the real language context. Teachers check the previous knowledge of students, analyze their needs and motivations and choose appropriate materials, eliciting pleasure and interest in them. This session shows how teachers can build lessons from newspapers and online articles, selected for level B1 (CEF) university students. Lessons are built through different phases and using different teaching techniques, following the main principles of modern language teaching. In Italian with examples in Italian and of special interest to college and university educators.

**Organizer/Presenter(s):**

Francesca Romana Memoli  
Accademia Italiana

**Intended Audience(s):** Four-year College/University

**Keyword:** Instructional strategies

**Strand:** Exhibitor Session

**Examples in:** Italian

**Language(s) spoken:** Italian

### 162. Service Language Learning at its Best

**Session: 5** **Sutton Center**

Discover the effectiveness of Service Language Learning programs to motivate language learning. The presenters will share real-life examples of service learning at its best through three different models: the International Peer Service Learning Language Model; the Intergenerational Model; and the Celebration Model. The goal of this session is to stimulate intercultural service learning as a powerful tool of authentic language learning in the 21st-century community context.

**Organizer/Presenter(s):**

Vasiliki Tsigas-Fotinis, Ph.D.  
Educational Consultant  
  
Stella Economou,  
Bronx High School of Science, retired and  
Westchester Community College, emerita  
Maria Stamoolis,  
Director of Greek Education, Pittsburgh, PA

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Connections/Comparisons

**Strand:** D

**Examples in:** Modern Greek

**Language(s) spoken:** English

### 163. Community College Forum

**Session: 5** **Beekman**

The community college in the Northeast region is the first choice of many students who seek a high quality affordable education that allows them to work and study close to home. The modern community college is a place where students can take all the core courses at a reasonable cost, but still enjoy some of the features normally associated with universities such as study abroad, language immersion, access to less-commonly taught languages and international language exchange programs. This session is intended to build a connection between the various community colleges in our region and to encourage networking between like institutions. Participation is highly encouraged.

**Organizer/Presenter(s):**

Laura Franklin, Ph.D.  
NOVA, Alexandria, VA  
  
Sharon Fechter, Ph.D.  
Montgomery College Rockville, MD  
  
Marcia Picallo and James Hart, Ph.D.  
County College of Morris, Randolph, NJ  
  
Charlotte Gifford, Ph.D.  
Greenfield Community College, MA

**Intended Audience(s):** Two-year College/Community College

**Keyword:** Articulation

**Strand:** General

**Examples in:** English

**Language(s) spoken:** English

### 164. Teaching Speaking Skills Through Culture

**Session: 5** **Regent**

This one-hour workshop will demonstrate a variety of techniques used to encourage your students to speak and learn vocabulary in the target language. Simple games, songs, video clips, and pictures from the countries of the language being taught will be used. Teachers will obtain a list of songs, film clips, music videos, and other media to integrate into their lessons. The session will be conducted in English, with examples for Spanish and French classes.

**Organizer/Presenter(s):**

Sylvia Cuellar-Rascoe, M.B.A.  
Incarnate Word HS, San Antonio, TX

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** Spanish and French

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 165. Engage, Motivate, Challenge: EMC's Spanish Program ¡Qué chévere!

**Session: 5** **Byrant**

Come discover EMC's new five-level program, ¡Qué chévere! ¡Qué chévere! offers abundant interpersonal, presentational, and interpretive communication activities; current and exciting culture content focused on the practices, products, and perspectives of the Spanish world; project-based activities for community building in the classroom and online. Learning is framed with essential questions to provide a comprehensive and synthesized learning experience. This program includes a revolutionary language learning environment, Passport®, where blended learning helps you engage all students.

**Organizer/Presenter(s):**

Alex Vargas  
Kristin Hoffman  
EMC Publishing

**Intended Audience(s):** High School

**Keyword:** Curriculum

**Strand:** Exhibitor Session

**Examples in:** Spanish

**Language(s) spoken:** English

### 166. Contemporary Chinese Art

**Session: 5** **Nassau East**

Art is always a reflection of the culture and society in which it is produced, making it a good topic for a context based language and culture course. "At Bennington, language classes are shaped around ideas and cultural backdrops that provide context and meaning, deepening ... understanding of language and expanding ... capacity to communicate." In this seminar, Ginger Lin will introduce the Contemporary (post-Mao) Chinese Art course that she teaches at Bennington College. Participants will receive sample materials and participate in demonstrations of some of the activities that take place in the classroom. Participants will gain ideas on how to use contemporary art as a topic for a content-based language and culture course.

**Organizer/Presenter(s):**

Ginger Lin  
Bennington College, VT

**Intended Audience(s):** Four-year College/University

**Keyword:** Culture/Literature

**Strand:** E

**Examples in:** Mandarin and English

**Language(s) spoken:** English

### 167. Whose Class is it Anyway?

**Session: 5** **Nassau West**

What is culturally responsive teaching? How do we meet the needs of culturally and linguistically diverse world language learners? This workshop will examine the inherent strengths that diverse learners bring to the task of learning a second language, as well as their perceived weaknesses which impede their success. How do the characteristics of the underserved language learner guide the choice of curriculum, inform learning activities, and organize the instructional environment? Through examples and discussion, participants will acquaint themselves with the principles and tools of the culturally responsive teacher which stimulate underperforming students' cognitive development and grow self-directed learners.

**Organizer/Presenter(s):**

Gary Harger  
Nathan Bynum

Barack Obama Academy of International Studies Pittsburgh, PA

Samantha Shipeck

Barack Obama Academy of International Studies & Urban Scholars Intern, University of Pittsburgh, PA

**Intended Audience(s):** PreK-12

**Keyword:** Professional development

**Strand:** C

**Examples in:** Various languages

**Language(s) spoken:** English

### 168. Intercultural Competence for the Linguistically Not-Yet-Competent

**Session: 5** **Murray Hill East**

How can teachers incorporate topics related to intercultural competence in the beginning language classroom? This session presents three tried-and-true ideas from a Level 1 Spanish classroom. Participants will leave with lesson/project ideas for their own classrooms, regardless of language or proficiency level, and explore the importance of intercultural competence and social justice in the world language classroom.

**Organizer/Presenter(s):**

Suky Kang  
Open Window School, Bellevue, WA

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** Spanish

**Language(s) spoken:** English

### 169. Expanding Global Perspectives and Competencies with Digital News Media

**Session: 5** **Murray Hill West**

This presentation will demonstrate practical activities that incorporate current Internet-based foreign language news media outlets where students are exposed to daily news, editorials, articles, blog posts, videos, and photos to develop their language skills and global competence. Participants will receive materials that include classroom activities which utilize these types of digital resources as well as a list of links for daily and weekly foreign language publications available online free of charge.

**Organizer/Presenter(s):**

Adan Salinas  
Southwestern Illinois College, Belleville, IL

**Intended Audience(s):** High School & College

**Keyword:** Technology

**Strand:** F

**Examples in:** Spanish and French

**Language(s) spoken:** English

### 170. Activities That Keep on Going after the "Batteries" Die

**Session: 5** **Gramercy East**

In this session, participants will take part in a number of activities suitable for any level and any language. These 10-minute engaging activities promote and encourage higher-level thinking, creativity, and an enthusiasm for language learning. They can be adapted and modified to accommodate all levels and learning styles. Technology is not a requirement, but can be a component.

**Organizer/Presenter(s):**

Lauren Reisner  
Horace Greeley HS, Chappaqua, NY  
Vita Materasso

**Intended Audience(s):** PreK-12

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** English

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 171. Targeting 90 Percent: Immersion Lessons in Art and Literature

**Session: 5** **Gramercy West**

Teachers help students make meaningful connections to art and literature in immersion lessons that can be used with any textbook. Attendees receive materials/lessons that develop students' communicative and critical thinking skills. Creative project ideas can be used for learning or assessment, such as creating a personalized rendition of Chagall's "Moi et le village" and a comparison to the original (art) and two-way spoken word presentation (literature) about accepting or refusing an invitation based on a poem. A list of resources will also be provided.

**Organizer/Presenter(s):**

Diana Moen, M.Ed.

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Materials

**Strand:** General

**Examples in:** French

**Language(s) spoken:** English

establishment of the Commission, the briefing papers developed for it by JNCL, and the activities of the Commission through the beginning of 2016.

**Organizer/Presenter(s):**

Bill Rivers, Ph.D.  
Joint National Committee for Languages  
Washington, DC

**Intended Audience(s):** Adult/Professional

**Keyword:** Policy, issues

**Strand:** General

**Examples in:** English

**Language(s) spoken:** English

### 173. Goethe Institut's Projects for Teachers and Learners of German

**Session: 5** **Clinton**

Meet your local Goethe-Institut in New York! Participants will learn about 1) professional development opportunities for German teachers: locally, nationally and online 2) scholarships 3) interactive online teaching materials for use with Smartboards and 4) initiatives to help teachers advocate for their programs among parents, students, administration and community. The session will also present projects, exhibits and resources for learners of German, particularly the North-American youth portal "Step into German", a newly developed interactive language learning game, and a host of free German learning apps for all proficiency levels. Program "Studienbruecke" that prepares high school students for study in Germany will also be presented.

**Organizer/Presenter(s):**

Olga Liamkina  
Andrea Pfeil  
Simona Gnade  
Goethe-Institut, New York, NY

**Intended Audience(s):** High School & College

**Keyword:** Professional development

**Strand:** Exhibitor Session

**Examples in:** German

**Language(s) spoken:** German

### 174. Comprehensible Input for Student Communication (Cambridge)

**Session: 5** **Madison**

At Cambridge University Press, we believe students need to feel, experience, and reflect in order to learn. Our program Mundo Real, is designed around the philosophy of experiential language learning. In this session, attendees will explore experiential language learning through hands-on activities, in particular the importance of comprehensible input, and personalization in communication and the study of culture. Participants will be given the opportunity to personalize learning for their own classroom use.

**Organizer/Presenter(s):**

Emily Stewart  
Cambridge University Press  
Dieynaba Sall  
Amanda Robustelli-Price

**Intended Audience(s):** High School

**Keyword:** Instructional strategies

**Strand:** Exhibitor Session

**Examples in:** Spanish

**Language(s) spoken:** English

### 172. The Commission on Language Learning: An Update

**Session: 5** **Gibson**

In November 2014, eight U.S. senators sent letters to the American Academy of Arts and Sciences (AAAS) asking why languages matter to the national interest, and what might be done to improve language learning in the U.S. AAAS accepted this charge, raised funds for the Commission's work, and in July 2015, established a Commission, the first on language since the 1978 President's Commission, which led to the Foreign Language Assistance Program and the Language Resource Centers of Title VI, among many other programmatic and policy initiatives. This presentation will cover the

### 175. NECTFL Awards Ceremony

**6:30 – 8:00 p.m. New York (4th Floor)**

Please join us as we recognize our 2016 award winners, Mead Fellows, NECTFL Teacher of the Year finalists, and pay a special tribute to Becky Kline, NECTFL executive director 1995-2015.

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 200a Past Chairs Breakfast Meeting

**Session:** Hudson (4th Floor)

This is a closed meeting of the past chairs of NECTFL.

### 200b NADSFL/NCSSFL Breakfast Meeting

**Session:** Lincoln (4th Floor)

This is a closed meeting of members of NADSFL and NCSSFL RSVP required.

### 201. How Can Citizenship Inform World Language Teaching?

**Session: 6** Sutton South

What is the relationship of citizenship to the teaching of world languages? At first, it might seem obvious, but on closer examination, the definition of citizenship can prove nuanced and even problematic. Come to this interactive, experiential session to take a close look at what citizenship means to you, to your students, and how it informs your teaching. Explore the connection between citizenship and culture, work on your own and with world language colleagues to develop lesson plans that address the concepts, and leave inspired to make more transparent connections between citizenship, culture, and language in your classroom.

**Organizer/Presenter(s):**

Vicki Weeks, Global Weeks, Seattle, WA

**Intended Audience(s):** PreK-12

**Keyword:** Instructional strategies

**Strand:** B

**Examples in:** English

**Language(s) spoken:** English

### 202. Connecting Medical Spanish to the Community: Fairfield University's Pilot Program

**Session: 6** Sutton North

There is a trend in language classes and funding opportunities to promote language learning for professionals. In this session we explore Farrell's pilot course, Career Spanish for Nursing and Health Studies. We will discuss the challenges and successes of addressing the growing need for bilingual and intercultural competency for health professionals. This course includes a crucial service-learning component to reflect the realities of the health professions and Fairfield's commitment to service learning. Student Shauna Dresel will share her perspective, having completed the Career Spanish for Nursing and Health Sciences pilot course, and will discuss the future needs for her community of nursing students.

**Organizer/Presenter(s):**

Michelle Farrell, Ph.D.  
Shauna Dresel  
Fairfield University, Fairfield, CT

**Intended Audience(s):** Four-year College/University

**Keyword:** Communities/Workplace

**Strand:** D

**Examples in:** English and Spanish

**Language(s) spoken:** English

### 203. Organic World Language: Empowering Students To Use The Language

**Session: 6** Sutton Center

Go beyond textbooks and worksheets to create an interactive, motivating classroom where all students are communicating and achieving proficiency through a strong community and sense of solidarity. In this exciting, hands-on session, participants practice strategies that lead to classrooms with high student engagement, where students help each other stay in the target language! Participants will experience what it feels like to be a learner in class, and will learn techniques that guide students to acquire a language naturally. Teachers will receive resources to plan and assess student-based curriculum.

**Organizer/Presenter(s):**

Ashley Uyaguari, Organic World Language

**Intended Audience(s):** PreK-16

**Keyword:** Instructional Strategies

**Strand:** Exhibitor Session

**Examples in:** Spanish

**Language(s) spoken:** English

### 204. Oh, the Places You'll Go in the Student-Centered Classroom

**Session: 6** Beekman

Help students develop a can-do attitude. Student-centered activities and strategies support the Common Core, AP, and STEM at all levels of instruction. Presenters will show how project-based learning and the modes of communication frame lessons that lead to engaged students who do more work than the instructor.

**Organizer/Presenter(s):**

Katrina Griffin  
North County HS, Glen Burnie, MD  
Cora Hofstetter  
North County HS, Glen Burnie, MD

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** German and Spanish

**Language(s) spoken:** English

### 205. iBooks and Digital Literacy in the Global Language Classroom

**Session: 6** Regent

World Language teachers from the Dalton School in New York City have been experimenting with the use of iBooks as a means of providing students with interactive materials for learning languages. Using iBook Author, teachers have created iBooks on topics ranging from immigration and identity to the environment and endangered species. Presenters will share their process creating the digital materials for students and provide examples of their use in 5-12 Spanish classes. The aim of this session is to provide teachers with a framework for the development and use of interactive digital materials as a means of fostering critical thinking skills, digital literacy, and global and intercultural competence in the world language classroom.

**Organizer/Presenter(s):**

Lori Langer de Ramirez, Ed.D.  
Felix Cortes,  
Carmen Herrera  
Fatima Mhinat  
The Dalton School, New York, NY

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Technology

**Strand:** F

**Examples in:** Spanish and French

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 206. The ABCs of the IPA

**Session: 6** **Byrant**

Creating an Integrated Performance Assessment is a very arduous task. Where, when, how and how much all come into play in selecting the theme, communicative activities in the three modes of communication, and timeline that demonstrate the learner's proficiency in a final project. Teachers will leave this workshop with a clear understanding of the framework provided by ACTFL in developing IPA's and valuable resources that facilitate creating them. This will become a hands-on session as teachers will be provided and opportunity to work in groups to brainstorm and share theme-related activities in the three modes of communication and discuss the challenges of this process.

**Organizer/Presenter(s):**

Liz Sacco, EMC Publishing

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Assessment

**Strand:** Exhibitor Session

**Examples in:** French, Spanish

**Language(s) spoken:** English

### 207. Unmasked: Designing Inquiries into Cultures as Thematic Units

**Session: 6** **Nassau East**

Mask and Masquerade — turn intercultural inquiries into thematic units! You will discover inquiry techniques through interactive activities and examine three different thematic units developed by the presenters on the topic of "Mask!" in Italian, Mandarin, and Spanish. You will be able to use these thematic units as templates to design your own intercultural inquiries, engage your students with cultures in your classroom, and infuse an intercultural stance into your teaching.

**Organizer/Presenter(s):**

Christelle Palpacuer Lee, Ed.D.  
Yang-Chieh Lee  
Diego Melendez  
Natallia Khapulkova

Rutgers Graduate School of Education, NJ

**Intended Audience(s):** High School & College

**Keyword:** Culture/Literature

**Strand:** E

**Examples in:** Italian, Mandarin, and Spanish

**Language(s) spoken:** English

### 208. Sight-reading Latin: Helping Our Students Become Engaged and Fluent Readers

**Session: 6** **Nassau West**

In many upper-level Latin classes, students are assigned a passage to translate at home with resources, and class time is spent correcting translations. As a result, students are not learning the vocabulary of the passage well, often relying on memorization of translations for tests. When students instead prepare vocabulary for a given passage, and then sight-read in a group, using only the Latin text, they improve their understanding of syntax, increase their vocabulary knowledge, and appreciate stylistic features of the ancient authors. In this session, I will share my methodology for transitioning classes to exclusive sight-reading. A class will be recreated, and participants will have access to materials used in this program.

**Organizer/Presenter(s):**

Jane Lienau  
Brunswick High School, Brunswick, ME

**Intended Audience(s):** High School & College

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Latin

**Language(s) spoken:** English

### 209. Internship & Service Learning: A Practical Experience for Students, a Benefit for the Community

**Session: 6** **Murray Hill East**

The Session aims at discussing how Internship programs and Service Learning projects represent a fruitful opportunity for:  
- the students: because they are allowed to test their skills in a real working environment (abroad) before graduation  
- the host community: because these projects (especially service learning ones) are able to put local people in touch with young foreigners, who work on a project providing a social benefit (from an international perspective) The session will also seek to identify new forms of interaction between students and the host community through the organization of social activities (especially between students and their peers) by enriching their service learning experience

**Organizer/Presenter(s):**

Cristiana Panicco  
Santa Anna Institute

**Intended Audience(s):** High School & College

**Keyword:** Communities/Workplace

**Strand:** Exhibitor Session

**Examples in:** English

**Language(s) spoken:** English

### 210. Teaching Higher-Order-Thinking Skills Through GLP's Content Aligned Elementary School Curriculum

**Session: 6** **Murray Hill West**

This session highlights how Global Language Project's elementary school curriculum is an ideal choice for K-5th grade Spanish, Mandarin, and Arabic teachers. The presentation provides an overview of what is included in the curriculum and highlights how this thematic, Common Core Aligned curriculum integrates science, math, and social studies content standards to create a seamless connection between students' language classes and other subjects. All session attendees will receive a free sample lesson plan in the language of their choice and be entered in a raffle to win one free unit of curriculum!

**Organizer/Presenter(s):**

Elisabeth Shovers  
Global Language Project  
Victoria Gilbert  
Saint David's School, New York, NY

**Intended Audience(s):** Elementary

**Keyword:** Curriculum

**Strand:** Exhibitor Session

**Examples in:** Spanish, Mandarin, Arabic

**Language(s) spoken:** English

### 211. When They Don't Get It: Metacognitive Strategies for Language Learning

**Session: 6** **Gramercy East**

In spite of our best efforts and the implementation of best practices, some students struggle to succeed in the language classroom. Often, these students are focusing on the wrong components of the language when studying. They may also be studying in a manner that may seem effective for other disciplines, but not for languages. This session provides concrete strategies and games to teach struggling students to become more independent learners by applying what we know about language learning into their own practice.

**Organizer/Presenter(s):**

Jim Ventosa  
Marriotts Ridge High School, MD

**Intended Audience(s):** PreK-12

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish and Dothraki

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 212. Best of RI: Productive Group Work

**Session: 6** **Gramercy West**

Do you want students to work productively in groups, but aren't sure how to facilitate that? This workshop will give sample structures to use within the classroom so that students are more engaged, develop intercultural competence, use the target language, and accomplish tasks within a meaningful and student-centered activity. Teachers will have the chance to try various activities and then personalize them for their own classroom.

**Organizer/Presenter(s):**

Amanda Robustelli-Price  
RobuPrice Consulting

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Professional development

**Strand:** General

**Examples in:** English and French

**Language(s) spoken:** English

### 213. REAL LANGUAGE right away

**Session: 6** **Gibson**

Presenters from The Avery Coonley School in Downers Grove, Illinois, have developed an innovative approach for language instruction, resulting in the publication of the REAL LANGUAGE right away program, a unique communicative approach for beginner French, Spanish, and Mandarin Chinese students. Through their conversational model, students are able to have a meaningful exchange in the target language right away. Their activities serve as a foundation for an elementary and middle school world language program and as a useful supplement for secondary programs.

**Organizer/Presenter(s):**

Elizabeth Roberts  
Denise Clivaz  
REAL LANGUAGE right away

**Intended Audience(s):** PreK-8

**Keyword:** Instructional strategies

**Strand:** Exhibitor Session

**Examples in:** French, Spanish, Chinese

**Language(s) spoken:** English

### 214. A Decade of FLES in New Paltz

**Session: 6** **Clinton**

New Paltz CSD has had a successful FLES program for the past 10 years despite cuts in education and increased accountability. This workshop will help participants have a better understanding of how New Paltz's program got off the ground, as well as how it maintained excitement and support over the years. The presenter will discuss the history of the program with attention to how it has impacted middle school and high school programs. A focus on program implementation and curriculum development will also be given. This presentation will be of interest to educators working in districts looking to create or keep a FLES program and to generate more support and interest from their school community.

**Organizer/Presenter(s):**

Jenny Delfini  
New Paltz CSD, New Paltz, NY

**Intended Audience(s):** Elementary

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish and French

**Language(s) spoken:** English

### 215. Rapid Response for Teachers of French

**Session: 6** **Madison**

The AATF continues to develop materials, strategies, and additional resources for a rapid response to programs threatened with elimination. French teachers will learn how to organize local support, use parents and alumni, and bring in those outside the usual educational community to defend their program. Teachers will learn how to react in a crisis and develop arguments and documentation to address multiple concerns expressed by decision-makers. Attendees will receive print and electronic materials that they can adapt to situations at all levels and in a variety of settings.

**Organizer/Presenter(s):**

Jayne Abrate  
AATF  
Sr. Mary Helen Kashuba, DML  
Chestnut Hill College, Philadelphia, PA

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Policy, issues

**Strand:** Exhibitor Session

**Examples in:** French

**Language(s) spoken:** French

### 216. NNELL Networking Session

**Session: 7** **Sutton South**

The NNELL Networking Session is an opportunity for early language educators to meet for an open discussion to swap ideas and professionally connect with early childhood, elementary, and middle school world language educators from around the region.

**Organizer/Presenter(s):**

Nathan Lutz  
National Network for Early Language Learning

**Intended Audience(s):** PreK-8

**Keyword:** Professional development

**Strand:** General

**Examples in:** English

**Language(s) spoken:** English

### 217. Developing Students' Global Competency and Bilingual Approaches and Resources

**Session: 7** **Sutton North**

This session brings together educators in Chinese world language, heritage language, bilingual, and dual language immersion programs. Presenters share a conceptual framework for developing students' global competency and biliteracy, a collection of Chinese-focused curricula and resources, an online program directory, and information about a network of schools that supports the teaching and learning of Chinese in a wide range of settings, beginning in early grades and moving through secondary school. There will be time for discussion of participants' issues, needs, and potential collaborations throughout the nation.

**Organizer/Presenter(s):**

Shuhan Wang, Ph.D.  
Joy Peyton, Ph.D.  
CELIN at Asia Society, Wilmington, DE

**Intended Audience(s):** PreK-12

**Keyword:** Curriculum

**Strand:** D

**Examples in:** Chinese and English

**Language(s) spoken:** English



## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 218. Learning Spanish in the U.S.: Veritable Oasis for Intercultural Competence

**Session: 7** **Sutton Center**

Students who learn Spanish as a foreign language often take courses alongside heritage speakers. This mixed population makes the classroom an oasis for developing intercultural competence. Nevertheless, pedagogical strategies needed to include heritage speakers into the learning community of a mixed classroom are often ignored. Elementary education has faced a similar situation in that teachers had to meet the needs of a diverse population: techniques developed to include the gifted and talented in traditional classrooms can also be used in the foreign language classroom. This presentation will explore how to incorporate into the teaching of Spanish those strategies of differentiated instruction already in use in elementary education.

**Organizer/Presenter(s):**

MariaLuisa Gomez, Ph.D.  
Texas State University, San Antonio

**Intended Audience(s):** Postsecondary

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** Spanish

**Language(s) spoken:** Spanish and English

### 219. Serious Communicative Activities That Are Seriously Fun

**Session: 7** **Beekman**

Celebrate communication, promote proficiency, love learning — this session highlights numerous interpersonal, interpretive, and presentational activities that are designed to enrich our language programs and enhance our students' enjoyment of the proficiency journey.

**Organizer/Presenter(s):**

Billie Hulke  
Baylor University, Dept. of Modern Languages and Cultures, Waco, TX

**Intended Audience(s):** High School & College

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** Spanish

### 220. Creating Global Community: An AP Spanish Language and Culture MOOC

**Session: 7** **Regent**

Is it possible to create a intercultural community of language learners online? In this workshop, we will share our experiences building a Massive Open Online Course to prepare students for the AP Spanish Language and Culture exam. One of the objectives of the exam is to measure students' intercultural competence. The great benefit of this MOOC is the fact that its student population is global. In this open online course, not only do students learn about intercultural competence, but as they communicate with each other, they also practice it. We will share with attendees the technological tools that we are using to create a global community of learners who teach each other about their unique cultural experiences, values, and practices.

**Organizer/Presenter(s):**

Molly Monet-Viera, Ph.D.  
Alison Carberry-Gottlieb, Ph.D.  
Borja Ruiz de Arbulo, M.A.

Boston University, MA

**Intended Audience(s):** High School & College

**Keyword:** Technology

**Strand:** F

**Examples in:** English and Spanish

**Language(s) spoken:** English

### 221. The Ideal Lesson Plan: Ten Steps to Total Fluency!

**Session: 7** **Byrant**

In this session, John Conner, Spanish teacher at Groton School and author of the acclaimed Breaking the Barrier language series, leads participants through ten activities guaranteed to make classes more productive and exciting. Video clips of his own students will be shown, and the ideas presented can be used in your classroom the very next day.

**Organizer/Presenter(s):**

John Conner  
Breaking the Barrier Inc.

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Instructional strategies

**Strand:** Exhibitor Session

**Examples in:** English, Spanish, French

**Language(s) spoken:** English

### 222. Best Practices in Foreign Language Teaching: Developing Intercultural Competence

**Session: 7** **Nassau East**

This session introduces participants to techniques that combine communicative and intercultural approaches in a foreign language classroom. Presenters will highlight useful criteria that enable students to understand and communicate with people from different cultures and help them reflect on their own culture. Presenters will introduce methods of using a variety of activities to work with authentic materials and text genres in Portuguese, and demonstrate how to use them at various proficiency levels. Attendees will participate in some of the activities with peers and discuss how to expand learners' knowledge of the target language and culture in their own language programs.

**Organizer/Presenter(s):**

Célia Bianconi, Ph.D.  
Adel Faitaninho, Ph.D. candidate  
Boston University Boston, MA

**Intended Audience(s):** Four-year College/University

**Keyword:** Materials

**Strand:** E

**Examples in:** Portuguese

**Language(s) spoken:** English

### 223. World Languages: Full STEAM Ahead!

**Session: 7** **Murray Hill East**

Although the letters “W” and “L” do not appear in the acronyms STEM or STEAM, that does not mean that world languages cannot be integrated with science, technology, engineering, art, and math. This session will provide teachers with fun and engaging lesson ideas and intercultural projects that integrate STEAM principles into the world languages classroom.

**Organizer/Presenter(s):**

Mercé Garcia  
The Chestnut Hill School, Chestnut Hill, MA

**Intended Audience(s):** PreK-12

**Keyword:** Technology

**Strand:** E

**Examples in:** Spanish

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 224. Developing Frameworks for Cultural Knowledge in World Language Study

**Session: 7** **Murray Hill West**

Although it is commonplace to affirm the indivisible connection between language and culture, the fact remains that descriptor scales and standards for cultural proficiency comparable to those for language proficiency have yet to be developed. Building on previous research on language proficiency, this session will report on surveys that probe the range of cultural knowledge and awareness that students possess and acquire in a variety of languages across CUNY. The data collected will be the basis of a general framework of cultural knowledge and competencies of learners at various stages of linguistic development.

**Organizer/Presenter(s):**

K. Eckhard Kuhn-Osius, Ph.D.  
Hunter College (CUNY), New York, NY

Alicia Ramos, Ph.D.  
Hunter College (CUNY), New York, NY

Fabiola Salek, Ph.D.  
York College (CUNY), Queens, NY

Habiba Boumlik, Ph.D.  
La Guardia Community College (CUNY),  
Queens, NY

**Intended Audience(s):** Postsecondary

**Keyword:** Assessment

**Strand:** E

**Examples in:** German, Spanish, French, Arabic

**Language(s) spoken:** English

### 225. A Complete Guide to edCampWL

**Session: 7** **Gramercy East**

Do you want to engage in a professional learning experience where every participant voice is not only heard, but is also empowered to drive the conversation and program? Do you want PD that will ultimately change the classroom dynamic? Then your community needs EdCampWL. Join a team of educators from New Jersey, where the first-ever EdCamp dedicated to language teachers was run last fall. You will leave the session knowing how to start and run an unconference. The team of organizers will share how to manage all aspects of the event like securing a venue, marketing, financing, and schedule creation.

**Organizer/Presenter(s):**

Shannon Lorenzo  
Lindeneau School, Edison, NJ

Dana Pilla  
Haddonfield Middle School, NJ

Glennysa Jurado-Moran  
Piscataway High School, Piscataway, NJ

**Intended Audience(s):** Adult/Professional

**Keyword:** Professional development

**Strand:** General

**Examples in:** English

**Language(s) spoken:** English

### 226. Best of NY: Literature Circles in the World Language Classroom

**Session: 7** **Gramercy West**

Literature Circles in the Foreign Language Classroom Literature circles are small groups of students discussing one piece of literature in depth. Literature circles provide a structured, student-centered approach to literature, allowing students to engage in collaboration, reflection and critical thinking as they read and discuss authentic literary pieces. In this workshop, I will outline the roles used in the literature circles, share my modifications to traditional literature circles and share with you how to adapt this valuable learning technique to meet the needs of your advanced foreign language learners. This workshop is appropriate for educators of students working toward Checkpoint B and/or C.

**Organizer/Presenter(s):**

Mary Goetz  
Argyle Central School, Argyle, NY

**Intended Audience(s):** High School & College

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** English

### 227. Engage, Motivate, Challenge: EMC's Chinese program, Zhēn Bàng! ©2017

**Session: 7** **Gibson**

Come discover Zhēn Bàng! 2nd edition where students interact with Chinese language and culture in everyday, real-life situations. Zhēn Bàng! seamlessly integrates language and culture while providing technology resources that are easy to use for students and teachers. This program includes a revolutionary language learning environment, Passport®, where blended learning helps you engage all students. Zhēn Bàng! was written by teachers with more than 30 years of experience successfully teaching Chinese in the .

**Organizer/Presenter(s):**

Henry Han  
EMC Publishing

**Intended Audience(s):** High School

**Keyword:** Curriculum

**Strand:** Exhibitor Session

**Examples in:** Chinese

**Language(s) spoken:** English

### 228. Student-centered Learning

**Session: 7** **Clinton**

Session will discuss new and exciting ways that language teachers from around the world engage students in the classroom based on current language learning research. New resources, such as an Italian Renaissance Artist book, websites with stimulating games and activities and authentic resources will be shared as well. Pedagogical methods shared will transfer nicely for all world language teachers. Authentic resources are mainly for Italian teachers.

**Organizer/Presenter(s):**

Christen Visceglie  
Applause Learning

**Intended Audience(s):** High School

**Keyword:** Materials

**Strand:** Exhibitor Session

**Examples in:** Italian

**Language(s) spoken:** English and Italian

### 229. BYOLL: The First Free Language Lab for any Device

**Session: 7** **Madison**

BYOLL, Bring Your Own Language Lab, by ReLANpro provides the first free language lab for teachers and students. In this session we will show you how to create and access your free account, share materials, submit answers and provide feedback. - Use authentic audio and video files - Create gaps (recordings) in any audio or video file - 100% preparation free - Subtitles - Teacher feedback - Free for any teacher and their students

**Organizer/Presenter(s):**

Ralf Porankiewicz  
ReLANpro

**Intended Audience(s):** High School & College

**Keyword:** Technology

**Strand:** Exhibitor Session

**Examples in:** English, Spanish, German, Chinese, Italian

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 230. Dual Language Education: The Bilingual Revolution for All Linguistic Communities

**Session: 8** **Sutton South**

Participants will learn about the educational context and the community effort that have enabled dual language programs to develop in recent years in New York City. The presentation will feature initiatives that promoted French, Italian, Japanese, Russian, and German, and which can be applied to many other languages. Participants will also learn how these programs can be implemented in elementary and secondary schools throughout the , thanks to a road map designed by parents and educators. Finally, a discussion about a new initiative that seeks to create the first dual language International Baccalaureate public high school in Brooklyn will offer new perspectives on the topic.

**Organizer/Presenter(s):**

Fabrice Jaumont, Ph.D.  
New York University, New York, NY

**Intended Audience(s):** PreK-12

**Keyword:** Policy, issues

**Strand:** B

**Examples in:** English

**Language(s) spoken:** English

### 232. Stepping Out of the Language Box: Connecting Spanish to Sustainability

**Session: 8** **Sutton Center**

Addressing the need for transformation of advanced foreign language curricula that can focus on cross-cultural literacy (MLA 2007, 2009), a third-year Spanish “conversation class” was redesigned as an advanced communication course on environmental and social sustainability in Latin America. A step-by-step approach to the curricular transformation work is presented. This includes: selection of content and themes related to environmental and social sustainability, setting of learning outcomes, design of tasks for instruction and assessment (to measure learning outcomes), implementation, and evaluation of results. Evidence of the positive effects of integrated content-language courses will be presented.

**Organizer/Presenter(s):**

Maria de la Fuente, Ph.D.  
The George Washington University, DC

**Intended Audience(s):** Postsecondary

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** Spanish

**Language(s) spoken:** English

### 234. Integrating Technology Into Teaching Chinese Pragmatics

**Session: 8** **Regent**

Pragmatics is a key component of communicative competence. Little research is conducted in the field of Chinese as a second language pragmatics and few curricular attempts for teaching L2 Chinese pragmatics have been made. This session will introduce a web-based pragmatic course open for Chinese as a second language learners. The technology component of the website includes: Hot Potato, Audacity, iMovie, WordPress, and Dill. The instructional activities include analyzing the conversation from a cultural and linguistic aspect, learning and practicing speech acts, and interacting with native speakers. Instructional effect and reflection will be discussed.

**Organizer/Presenter(s):**

Liling Huang M.A.  
Boston University, Boston, MA

**Intended Audience(s):** Four-year College/University

**Keyword:** Technology

**Strand:** F

**Examples in:** Chinese

**Language(s) spoken:** English

### 231. Insegnare: i tratti sub-standard più comuni presenti nella varietà neo-standard

**Session: 8** **Sutton North**

Definizione di lingua std, neo std, sub std. L'italiano che cambia. Pressione del sub std: cause ed effetti. I diversi pubblici di apprendenti in ambito LS e L2: "perché studio tanto e non capisco la gente quando parla"? Ambito pragmatico della lingua Utilizzo di materiali autentici in ambito L2 e LS a supporto della dinamica interazionale e della lingua contemporanea.

**Organizer/Presenter(s):**

Fabrizio Fucile  
Club Italiano Dante Alighieri Roma

**Intended Audience(s):** High School & College

**Keyword:** Instructional strategies

**Strand:** Exhibitor Session

**Examples in:** Italian

**Language(s) spoken:** Italian

### 233. Engage Students With Exciting Games and Tip-Top Technology

**Session: 8** **Beekman**

Increase the level of enthusiasm and participation in your class with games, cooperative activities, and technology. Make the students feel like your class is fun and games when it's actually a valuable learning environment that fosters all skills. Participants will learn many new games, activities and use of technology such as apps and websites that will enhance their lessons. Games and activities presented will include demonstrations and audience participation. Teachers will leave with materials and links that can be implemented with any language or level. All participants should bring a device (laptop, tablet, smartphone) in order to get the full experience. Bring the life back to your classroom and your students will beg for more!

**Organizer/Presenter(s):**

Wendy Mercado  
Valérie Greer  
Bay Shore Middle School, Bay Shore, NY

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish, French, and English

**Language(s) spoken:** English

### 235. SPANISH DESIGNED FOR SUCCESS: Authentic Language/Culture for Communicative Proficiency

**Session: 8** **Byrant**

Spanish textbooks must scaffold communication, vocabulary, grammar and literacy to prepare students for language rigor, from beginners through upper levels, using authentic culture, and measuring proficiency through integrated performance assessments. Presenter demonstrates how Santillana's Español print and digital resources, prepare students for college and career readiness. Participants receive samples and prizes!

**Organizer/Presenter(s):**

Myriam Louzao  
Santillana USA

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Curriculum

**Strand:** Exhibitor Session

**Examples in:** Spanish

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 236. Developing Intercultural Competence in Short-term Study Abroad Programs

**Session: 8** **Nassau East**

Short-term study abroad programs, normally defined as programs eight weeks in length or less, have become the most popular form of study abroad among post-secondary students. Academic institutions are encouraging students to study abroad to increase their cultural competence so that they can succeed in today's global economy and foreign language instructors recognize the value of cultural and linguistic immersion. However, not all study abroad programs have a direct impact on students' intercultural competence. In this session, we will explore how reflection activities can increase student learning and intercultural development. We will also share practical ways that reflection activities can be integrated into the study abroad experience.

**Organizer/Presenter(s):**

Simone Pilon, Ph.D.  
Berklee College of Music, Boston, MA

**Intended Audience(s):** Postsecondary

**Keyword:** Curriculum

**Strand:** E

**Examples in:** English

**Language(s) spoken:** English

### 237a Advisory Council Lunch and Meeting

**Session: 8** **Lincoln (4th Floor)**

This is a closed luncheon and meeting of the NECTFL Advisory Council. RSVP required.

### 237. 2014 NECTFL SANS Inc./Mead Leadership Fellow: Bilingual Books

**Session: 1** **Sutton Center**

In this session, I will present actual examples of the bilingual books that our collaborating pairs of heritage language learners and our second language learners are developing. I will bring in the samples of the books and show how Raquel Luis, one of my heritage students, and I created a prototype so that our emerging authors would have a better idea of what writing these books entails. I will also show how this project is impacting various communities of language learners. Discussion will follow regarding other possible projects for SANS Inc./Mead Leadership Fellow that encourage not only collaboration between the authors, but also the engagement of young language learners in the community.

**Organizer/Presenter(s):**

Nancy Zimmerman, D.Ed.  
Kutztown University of Pennsylvania

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Culture/Literature

**Strand:** D

**Examples in:** Spanish

**Language(s) spoken:** English

### 238. "Under the Iceberg": Developing Intercultural Competence in the Language Classroom

**Session: 8** **Murray Hill East**

How do we teach culture? The teaching of cultural facts (knowledge) is relatively simple, but what about the skills and attitudes that make up the remaining parts of what constitutes "intercultural competence"? Based on the ever-popular "food and dining" unit, this session will share theoretical models as well successful methods for integrating cultural awareness and much deeper reflection on cultural perspective into daily classroom practice. We will also explore techniques for how to assess the development of intercultural competence through testing and tri-weekly "learning journals" in which students have the opportunity to reflect upon cultural difference and learning strategies.

**Organizer/Presenter(s):**

Julie Baker, Ph.D.  
University of Richmond, VA

**Intended Audience(s):** High School & College

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** English and French

**Language(s) spoken:** English

### 239. The Development of Intercultural Competence Through Experiences Across World Languages

**Session: 8** **Murray Hill West**

If intercultural competence refers to the ability to function successfully in ever-evolving, culturally framed settings, it is critical that language teachers implement instructional designs that engage students as full participants in the target culture(s) through the target language. Indeed, instruction in languages must be inextricably linked to the cultures of which they are the media of exchange. In this session we present different instructional strategies for four languages: Portuguese, Spanish, Italian and French. Focus is on a holistic approach to communicative skills that includes linguistics, meta-communication, shared experiences, and purposeful meaning-making to develop intercultural competence.

**Organizer/Presenter(s):**

Lorraine Denman  
Brett Wells, Ph.D.  
Ana Paula Carvahlo  
Dolores Lima-Vales, Ph.D.  
University of Pittsburgh, Pittsburgh, PA

**Intended Audience(s):** High School & College

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** Spanish, Italian, French, and Portuguese

**Language(s) spoken:** English

### 240. Surf's Up! Catch the Interpersonal Wave of Communication

**Session: 8** **Gramercy East**

This interactive session will focus on empowering both the teacher and the student for building proficiency in the interpersonal mode from novice to advanced. Come enjoy new strategies for engaging students in interpersonal speaking and writing. Attendees will role-play the activities to take away practical ideas such as vocabulary poker, snowball fights, word sneak, and speed dating. Session presented in English with examples in Spanish; applicable to all languages. Target audience: grades 6-12.

**Organizer/Presenter(s):**

Ken Stewart  
Chapel Hill High School, NC

Laura Zinke  
McClintock High School, Tempe, AZ

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** English

### 241. Best of MD: How Much Are Your Questions Worth?

**Session: 8** **Gramercy West**

By the time you are done with this session, your questions will be as good as gold! Don't miss the opportunity to analyze the components of higher order thinking questions which promote student discourse, engagement, and literacy. During this fast-paced and highly engaging session, you will participate in a variety of hands-on activities with complex texts to apply different levels of questioning. Presented in English with examples in French and Spanish

**Organizer/Presenter(s):**

Françoise Vandenplas  
Erminia Rosanova  
Montgomery County Public Schools, MD

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** French and Spanish

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 242. How to Make Your Own Interactive Vocabulary and Grammar Games

**Session: 8** **Gibson**

Speak Agent is a free tool funded by the National Science Foundation for K-6 educators to create beautiful interactive lessons that automatically format for any student device or interactive whiteboard. This session will show you how to make your own custom lessons filled with engaging games, videos and music. Speak Agent allows you to create, share, and adapt open educational resources under a Creative Commons license. Unlike other websites that allow only file downloads, it enables you to freely copy and edit any content you find. As a result of this session, you will be able to create high-quality, differentiated, interactive instructional materials in less time than you already spend searching, preparing, printing and copying.

#### Organizer/Presenter(s):

Ben Grimley  
Katie Cunningham  
Speak Agent Inc.

**Intended Audience(s):** Elementary

**Keyword:** Technology

**Strand:** Exhibitor Session

**Examples in:** Spanish

**Language(s) spoken:** English

### 243. Developing Students' Intercultural Competence Through Isolation Immersion Training

**Session: 8** **Clinton**

Many people have to communicate and work with individuals from other cultures. Because of the differences that exist between different cultures, particular communication problems might emerge during interpersonal interactions. Argyle (1991) classifies these communication problems into six categories: language including forms of polite usage; nonverbal communication; rules of social behavior; social relationships; face saving; and concepts from religion and politics. In language programs it is crucial to integrate intercultural competence in teaching, learning, and curriculum. This presentation will discuss how intercultural competence of students can be developed with a special focus on isolation immersion training.

#### Organizer/Presenter(s):

Anjel Tozcu, Ph.D.  
Defense Language Institute Foreign Language Center, Monterey, CA

**Intended Audience(s):** High School & College

**Keyword:** Curriculum

**Strand:** E

**Examples in:** English

**Language(s) spoken:** English

### 244. Developing Project-Based Curriculum to Enhance Modern Greek HL Learning

**Session: 8** **Madison**

Teaching Modern Greek in a community-based school has challenges like any other minority language in the U.S., including a lack of educational materials, limited resources, cultural differentiation, and combating the misconception that learning of a FL/HL is an obstacle to the acquisition of English and overall academic achievement. To articulate the importance of HL development from an early age, we designed Project "Kotinos," a year-long project for PK-8 in our school. Adaptation was key to ensuring coherence across levels. Kotinos expanded the curriculum and enhanced student learning on a personal, academic and cultural basis.

#### Organizer/Presenter(s):

Vicki Kalograni  
Evangelia Dimitropoulou  
Eleni Alexopoulou  
Ismini Michail  
Hellenic Education Center, Falls Church, VA

**Intended Audience(s):** PreK-8

**Keyword:** Curriculum

**Strand:** E

**Examples in:** Modern Greek

**Language(s) spoken:** English

### 245. Public Safety, Private Lives: Examining Global Issues in WL Classroom

**Session: 9** **Sutton South**

Examining current global issues in today's language and culture classroom helps our students become global citizens. The globalized world demands that students have new competencies, but how do we integrate socially relevant topics into already packed curricula? Join us as we dive into the world of teaching language and culture courses through the global issues/social justice framework. Leave refreshed and ready to guide your students to deeper levels of intercultural competence using the the products, practices, and perspectives of culture through the lens of current global issues.

#### Organizer/Presenter(s):

Christopher Gwin  
Haddonfield Memorial HS, Haddonfield, NJ

**Intended Audience(s):** High School

**Keyword:** Curriculum

**Strand:** B

**Examples in:** German

**Language(s) spoken:** English

### 246. French Heritage Language Communities in the United States

**Session: 9** **Sutton North**

In this presentation, we will feature classroom examples from the French Heritage Language Program (FHLP) in New York, Maine, Massachusetts, and Florida. Created in 2005, FHLP is the first program of its kind to directly address the needs of underserved French-speaking communities in public schools and community centers across the . Most of our students hail from West Africa and Haiti and live in areas where no French language instruction is available or accessible to them. By providing them with free French classes, our program gives these students the possibility to keep strong bonds with their cultures and identity within their own schools and communities.

#### Organizer/Presenter(s):

Fabrice Jaumont, Ph.D.  
Jane Ross  
New York University, New York, NY  
Mathilde Landier

**Intended Audience(s):** PreK-12

**Keyword:** Communities/Workplace

**Strand:** D

**Examples in:** French

**Language(s) spoken:** English

### 247. Developing Intercultural Competence Through Funds of Knowledge

**Session: 9** **Sutton Center**

Funds of Knowledge is an approach to tapping into the underutilized resources of marginalized students. The session will touch on Cultural Capital and giving a voice to those who too often do not have one. The presenters will discuss the research and provide specific examples of its implementation and extensions for use in the world-language classroom. The methods will highlight how to utilize students' everyday knowledge and life experiences to enhance the learning experience of the whole class. This session will be especially useful for teachers of heritage speakers, but can be applied in all classrooms.

#### Organizer/Presenter(s):

Laura Tokarczyk  
Kelley Webb  
George Mason University, Fairfax, VA

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** English and Spanish

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 248. Learn With the National Language Teacher of the Year

**Session: 9** **Beekman**

Share an hour with the ACTFL National Language Teacher of the Year and experience language learning that engages and motivates students. Experience specific instructional strategies placed within a conceptual framework for providing standards-based language learning in the classroom. Learning strategies are ready to be applied and adapted to any language and any level. Be inspired with this glimpse into the classroom of an effective language educator.

**Organizer/Presenter(s):**

Ted Zarrow  
ACTFL  
National Language Teacher of the Year  
Westwood, MA

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Various

**Language(s) spoken:** English

### 249. Integrating Intercultural Competence in Teaching and Learning Through Digital Stories

**Session: 9** **Regent**

The presentation will focus on the application of digital stories as a mean of enhancing intercultural and interlanguage competence in adult L2 learners of Spanish as a second language. The presentation will be twofold. The first part will focus on how the instructor uses digital stories as a medium to teach cultural information in a more engaging and interactive manner. The use of digital stories allows for a higher retention rate of cultural concepts in a formal setting. The second part of the presentation will examine how students gain a better understanding of the target culture while researching, structuring, and designing the digital stories. The final part will suggest some resources to create digital stories using Web 2.0.

**Organizer/Presenter(s):**

Aurora Castillo-Scott, Ed.D.  
Mariana Stoyanova, Ph.D.  
Marlene McMichael, M.A.  
Georgia College Milledgeville, GA

**Intended Audience(s):** High School & College

**Keyword:** Instructional strategies

**Strand:** F

**Examples in:** Spanish

**Language(s) spoken:** English

### 250. Passive Acquisition Works: Effie's Two Systems to Energize Your Classroom

**Session: 9** **Byrant**

Learn Effie's two simple systems to help you jump-start the energy level in your classroom. The "Euro Project" and the "Reading Project" provide an environment where passive acquisition enhances learning. By providing time for students to read in the target language, teachers enhance student skills in all four language areas (reading, listening, speaking and writing). You will learn ways to get reading material through your school system, book exchanges, and donations, and about strategies for greater comprehension. You will be thrilled when your students start speaking in more meaningful, complicated structures which you haven't yet taught. Parts of speech and connections to thematic vocabulary pop when they read what they choose.

**Organizer/Presenter(s):**

Effie Hall  
Loudoun County P.S., Purcellville, VA

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** German, French, and Spanish

**Language(s) spoken:** English

### 251. Focus on Interculturality: Embedding Culture Through Story to Build Proficiency

**Session: 9** **Nassau East**

Move beyond the cultural products of food and fiestas to the perspectives rooted in the history of the target language. Robert Frost wrote, "I am not a teacher, but an awakener." Encourage the growth of both student language proficiency and interculturality by developing lessons that compare and contrast our cultural differences due to history or environment. This session will help you use authentic resources to tell a historical tale while building your students' understanding of diverse perspectives while creating descriptive narrative in both past and present. Strategies to connect the stories of historical figures with contemporary issues are included.

**Organizer/Presenter(s):**

Linda Egnatz, N.B.C.T.  
Lincoln-Way North HS, Frankfort, IL

**Intended Audience(s):** High School

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** Spanish

**Language(s) spoken:** English

### 105. 2014 Mead Fellow - Adjusting the Focus: Retooling Lessons With a Lens of Interculturality

**Session: 1** **Regent**

Intercultural competence is the ability to communicate effectively and appropriately with people of other cultures. Using Byram's Five Savoirs, we will focus on ways to re-examine your curriculum with a lens of interculturality. In this hands-on session, participants will look at their existing lessons and retool them to reflect investigations of products and practices, understanding of cultural perspectives, and participation in cultural interaction. We will also explore the NCSSFL Interculturality Can-Do Statements and adapt them to participants' learning environments, whether they are at the elementary, middle, high school, or post-secondary levels.

**Organizer/Presenter(s):**

Nathan Lutz  
Kent Place School, Summit, NJ

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Curriculum

**Strand:** E

**Examples in:** French, Spanish, and English

**Language(s) spoken:** English

### 252. Puppetry in the Classroom: Fun with Folk Tales!

**Session: 9** **Murray Hill East**

Puppetry using authentic folk tales presents everyday language learning and lets rich cultural content lead instruction. Guaranteed to fit all levels and abilities with a variety of puppets from easy-to-make sock puppets to puppet apps and sculpted marionettes. Make learning less threatening through the use of puppets. Watch your students use the target language more freely and gain confidence. Samples of everyday puppets, class performances videos, and puppet patterns will be shared with the audience. Presenter will also share a directory of folk tales from around the world.

**Organizer/Presenter(s):**

Carmen Campos, Ed.D.  
The Dalton School, New York, NY

**Intended Audience(s):** PreK-12

**Keyword:** Culture/Literature

**Strand:** E

**Examples in:** Spanish

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 253. Awake to Difference: The Wake and Intercultural Competence

**Session: 9** **Murray Hill West**

When integrated appropriately, films further direct cultural engagement and supply multiple opportunities for promoting intercultural proficiency through hands-on, multimedia activities while also enhancing students' abilities to utilize the target language more effectively. Intermediate-level students strengthen their intercultural competencies by comparing and contrasting culturally specific elements pertaining to grief and memorialization and analysis. This session provides information on appropriate films and activities designed to help students develop connections to target culture communities.

**Organizer/Presenter(s):**

Vasileios Ioannou  
Marta Villar, Senior Lecturer in Spanish  
Boston University, Boston, MA

**Intended Audience(s):** Four-year  
College/University

**Keyword:** Connections/Comparisons

**Strand:** E

**Examples in:** Spanish

**Language(s) spoken:** Spanish

### 254. Project-based Learning in Arabic, French, and Spanish

**Session: 9** **Gramercy East**

Presenters effectively incorporate project-based learning into their classrooms to help students develop language skills. Such projects aim to facilitate language learners' interaction with native speakers and provide them with cultural immersion settings outside of the classroom. Presenters will give an overview of the process from its conception until the final phase. The presenters will also highlight the challenges faced by learners of Arabic, French, and Spanish, and how they were overcome within the project. They will share segments of their students' work. Participants will walk away with a solid understanding of how to use project-based learning to integrate intercultural competence in teaching and learning.

**Organizer/Presenter(s):**

Cecile Roucher-Greenberg  
Amani Abu Shakra  
Carolyn Rose

Buckingham Browne and Nichols School,  
Cambridge, MA

**Intended Audience(s):** High School

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Arabic, French, and Spanish

**Language(s) spoken:** English

### 255. Best of CT: Making Magic with Vocabulary!

**Session: 9** **Gramercy West**

In this session, participants will explore ways that they can engage all learners through vocabulary and examine strategies that will promote collaboration, discussion, and critical thinking! Connections will be made to instructional shifts, building proficiency in the interpersonal modes and national exams like Advanced Placement, SAT, and PARCC. Using a hands on approach that is interactive and collaborative, participants will inquiry, share, and explore best practices that will reach all learners while keeping students in the target language.

**Organizer/Presenter(s):**

Jennifer Cornell  
Howard County Public Schools/Connect  
with Languages, Ellicott City, MD

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** English

### 256. GLP STARTALK: "Highly Effective Teacher by Design" Program Preview

**Session: 9** **Gibson**

Design five engaging lessons for students who may have never heard a word of Arabic, Chinese, Russian, or Urdu in one week — that was the challenge for a group of teachers participating in a summer training program developed by the Global Language Project. In this panel discussion, participants will share how implementing STARTALK-endorsed principles has made an impact in their work and how they apply to any language teacher. The discussion will focus on developing learning targets, creating lesson plans that include opportunities for comprehensible input, and checking for understanding and designing a learner centered classroom. Professional learning resources that were used in the training will also be shared.

**Organizer/Presenter(s):**

Thomas Sauer  
Global Language Project, New York, NY

**Intended Audience(s):** PreK-12

**Keyword:** Professional development

**Strand:** C

**Examples in:** Korean, Mandarin, Arabic,  
Spanish, and German

**Language(s) spoken:** English

### 257. Stop Stereotyping the Teaching of Arabic

**Session: 9** **Clinton**

Cultural stereotyping has been a problem in Arabic classrooms and textbooks. Teachers and administrators need to identify the problem and find quick solutions in order to make their students linguistically and culturally efficient in most Arabic speech communities. This session (presentation followed by a discussion) will address some of the stereotypes in the textbooks and will suggest classroom and curriculum solutions. This will help the language student discover the wealth of a culture rather than fortify pre-formulated stereotypes.

**Organizer/Presenter(s):**

Rajaa Chouairi, Ph.D.  
West Point, Military Academy, NY

**Intended Audience(s):** Four-year  
College/University

**Keyword:** Materials

**Strand:** E

**Examples in:** Arabic

**Language(s) spoken:** English

### 258. Sound and Vision: TV and Advertising as Cultural Narratives

**Session: 9** **Madison**

The pedagogical rationale for adopting TV and advertising as examples of cultural subsystems in the Modern Foreign Language classroom is heavily influenced by the appeal of "authenticity" and "affect," which these expressive forms possess, not to mention their linguistic and cultural currency. Using examples of current practice from the Modern Greek classroom and drawing from SLA research, this presentation will address the challenge of employing TV and advertising clips as tools for critical enquiries into the ways language constructs and is constructed by perspectives of identity, gender, power, as well a critical framing of the narratives that target societies like to tell about themselves.

**Organizer/Presenter(s):**

Elsa Amanatidou  
Brown University, Providence, RI

**Intended Audience(s):** Four-year  
College/University

**Keyword:** Materials

**Strand:** E

**Examples in:** English and Greek

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 259. It's Elementary!

**Session: 10** **Sutton South**

Come explore the world of Elementary Blended Language Learning with one of the largest school districts in the country and its partners, Middlebury Interactive Languages and the Center for Applied Linguistics. Baltimore County Public Schools in Baltimore County, Maryland, has made a commitment to graduating global citizens proficient in more than one language. Experience the classroom, the online components, the project-based assessments, and the conclusions of the program evaluation in this interactive session. Discover the successes and challenges of developing and implementing this type of program for young learners in your own district.

**Organizer/Presenter(s):**

Judy Opfer  
Kimberley Shinozaki  
Baltimore County Public Schools, MD

**Intended Audience(s):** Elementary

**Keyword:** Curriculum

**Strand:** B

**Examples in:** English

**Language(s) spoken:** English

### 260. An Introduction to the AIM

**Session: 10** **Sutton North**

Have you ever wondered what it would be like if your students could speak in the target language from day one of class? Join us to learn how the AIM (Accelerative Integrated Methodology) blends the best of language-acquisition theory and brain-based research with systematized and engaging classroom practice, creating astounding results. Through a literacy-based approach to language, in less than 100 hours of instruction, students will be engaging in conversations, exchanging opinions and providing and obtaining information — their proficiency levels will be beyond your highest expectations. Pick up a free “See AIM in Action” DVD, a music CD, and a correlation to the ACTFL guidelines.

**Organizer/Presenter(s):**

Pauline Galea, O.C.T.  
AIM Language Learning, N. Vancouver, BC

**Intended Audience(s):** PreK-12

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** French

**Language(s) spoken:** English

### 261. PBLL: Engaging Projects in Developing Intercultural Comptency

**Session: 10** **Sutton Center**

Project-Based Language Learning (PBLL) engages learners in investigating, over an extended time, a complex real-world issue to benefit an authentic audience. Through the very nature of the project in the active, in-depth process of investigation on their demographic to the creation of an authentic product that will be used for an audience outside the classroom walls, students develop a deeper sense of intercultural competence. Drawing from my NFLRC 2015 Intensive Summer Institute coursework on PBLL, I will share my experience with implementing PBLL in a variety of contexts. Participants will gain a broader understanding of the theory behind PBLL, and leave with examples and resources for implementing PBLL in their classrooms.

**Organizer/Presenter(s):**

Maria Paredes  
University of Pennsylvania, Philadelphia

**Intended Audience(s):** Postsecondary

**Keyword:** Assessment

**Strand:** E

**Examples in:** Spanish

**Language(s) spoken:** English

### 262. iPin, iTweet, iLearn

**Session: 10** **Beekman**

Pinterest and Twitter offer great opportunities for extending your own professional learning and access to a variety of resources. This session is designed for beginning users of Pinterest and Twitter. Participants will create accounts on both platforms if they don't already have them. Then, they will learn the ins and outs of Pinterest — pinning media, creating boards, following boards — and Twitter — following professionals and organizations in the field, following hashtags, and even creating their own tweets. Bring your own smartphone, tablet, or laptop and plan on joining us for this hands-on session.

**Organizer/Presenter(s):**

Deborah Espitia  
Howard County Public Schools, MD

**Intended Audience(s):** PreK-16+ (all)

**Keyword:** Professional development

**Strand:** General

**Examples in:** English

**Language(s) spoken:** English

### 263. Piktochart: Engaging Language Learners Through Technology

**Session: 10** **Regent**

Piktochart is an online tool that teachers can use to organize information by using visuals to support content learning and to present content in a simple manner. This session will share how Piktochart was used to enhance English language learners' skills through technology.

**Organizer/Presenter(s):**

Aseel Almubaddel, Ph.D. candidate  
George Mason University, Fairfax, VA  
Daniah Aleissa, Ph.D. candidate  
George Mason University, Fairfax, VA

**Intended Audience(s):** Adult/Professional

**Keyword:** Technology

**Strand:** F

**Examples in:** English

**Language(s) spoken:** English

### 264. Best of MD: Cultivando una cultura de AP en las clases básicas

**Session: 10** **Bryant**

This session is Best of Maryland 2014. Participants will learn to cultivate a Spanish AP® environment in their basic Spanish classes (Levels 1 and 2) by way of incorporating persuasive essays, culture comparisons, and peer conversations which are scaffolded to accommodate all of their students, even at the most novice of levels. Differentiation included for more advanced students/native and/or heritage speakers.

**Organizer/Presenter(s):**

Regina O'Neal  
Baltimore Polytechnic Institute, MD  
Kelly O'Brien,  
Patterson High School, Baltimore, MD

**Intended Audience(s):** High School & College

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** Spanish



## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 265. Teaching Culture Through the Chinese Zodiac Story

**Session: 10** **Nassau East**

“The Chinese Zodiac Story” has been passed down for generations. The presenter designs scenario lesson plans based on the story to provide students with multiple opportunities to interact with the target culture. A series of cultural activities and objectives are carefully organized and incorporated into lesson plans to enrich the teaching content. Students will learn the story with hands-on paintings, character writing and paper-cuttings. The “Five Finger Storytelling Strategy” helps to develop students’ comprehension and reconstructing story skills. The “Gallery Walk” is the perfect ending for this learning scenario. Participants can use the authentic materials to teach students how to interpret and appreciate Chinese culture.

**Organizer/Presenter(s):**

Allison Lai M.A.  
University of Scranton, Scranton, PA

**Intended Audience(s):** PreK-8

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** English and Chinese

**Language(s) spoken:** English

### 266. Fantastic New Teaching Resources for AP Spanish and French

**Session: 10** **Nassau West**

Developed by educators with expertise in AP world languages and cultures instructional design, an exciting suite of interactive online modules is intended to provide world language teachers of all levels with strategies, resources, and activities that aid in teaching world language and culture courses. There will be a total of 10 narrated modules dealing with teaching all aspects of the modes of communication. This collection will instruct and inspire you with professional development at your convenience 24/7. Two of the module authors, Lou Baskinger and Ed Weiss, will provide a guided tour of these dynamic resources as well as present the most essential strategies from their modules dealing with teaching the interpretive mode.

**Organizer/Presenter(s):**

Ed Weiss  
Haverford Township School District,  
Havertown, PA

Lou Baskinger,  
Herkimer College, Herkimer, NY

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** French and Spanish

**Language(s) spoken:** English

### 267. Incorporating Immigration in the Spanish Classroom Through Film

**Session: 10** **Murray Hill East**

I have developed three units on immigration for advanced high school Spanish students and I will share my materials in this presentation. The 2007 film "La misma luna" is about a 9-year-old boy who leaves Mexico in search of his mother. It engages conversation about the separation of immigrant families, and I use the film to teach the preterite and imperfect tenses. "Viva Cuba" (2005) also focuses on the plight of a child immigrant. The content of the film can reinforce vocabulary about family, relationships, and geography, as well as reflexive verbs. Finally, I pair the film "Sin nombre" (2009) and the novel "La travesía de Enrique" (2006), in audio form.

**Organizer/Presenter(s):**

Alisa Vereshchagin  
Randolph Union HS, Randolph, VT

**Intended Audience(s):** High School

**Keyword:** Materials

**Strand:** E

**Examples in:** English and Spanish

**Language(s) spoken:** English

### 268. Acquiring Intercultural Competencies for Africa

**Session: 10** **Murray Hill West**

Though one is beginning to see a slow inclusion of the study of Africa in our language classrooms, it is clear that it remains part of the world that could benefit from a more realistic articulation of its cultural practices. This session will provide an introduction and clarification to specific themes that are recurrent in African culture, and practical suggestions for interacting appropriately with that culture. We will focus on familiar themes as food, family, dwelling, personal and public identity. Sample teaching units will be demonstrated, participants will be involved in interactive activities. They will leave the session with strategies and resources for increasing their students’ understanding of Francophone African culture.

**Organizer/Presenter(s):**

Angele Kingue, Ph.D.  
Bucknell University, Lewisburg, PA

**Intended Audience(s):** High School & College

**Keyword:** Culture/Literature

**Strand:** E

**Examples in:** French

**Language(s) spoken:** English

### 269. Case Study: Project-based, Global Business Spanish Immersion Program

**Session: 10** **Gramercy East**

With the goal of enhancing the learning experience for high school students interested in international business, Randolph Technical College and world language experts collaborated to develop a project-based Spanish immersion program. We will discuss the theoretical framework that supports the pedagogical design of the program and highlight the essential elements of project-based learning. Presenters will illustrate these essential elements with concrete examples and will solicit additional examples from the participants. Through the discussion, participants will be better equipped to create real-life projects in the world language classroom that will effectively support learning through collaboration and creativity.

**Organizer/Presenter(s):**

Mike VanDyke  
Randolph Technical Career Center, VT  
Theresa Bruns  
Middlebury Interactive Languages, VT

**Intended Audience(s):** High School & College

**Keyword:** Communities/Workplace

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** English

### 270. Best of NH: Introduction to Modern Language

**Session: 10** **Gramercy West**

Introduction to Modern Language uncovers the truth that English most definitely IS a crazy language. I teach the grammatical breakdown of English, and then compare it to Spanish and French. The consistency and predictability of our romance languages help students to further the understanding of our own crazy language. I, with the students’ help, also unveil cultures all over the world; their holidays, traditions, gestures, places of interest, and government (to name a few), and we compare them to what we do in the USA. In the end, I take students who might never have succeeded in a world language curriculum and I enable them to embrace diversity enough to WANT to learn a world language and BELIEVE that they can do so.

**Organizer/Presenter(s):**

Kristen Roy, M.Ed.  
SAU 41, Hollis, NH

**Intended Audience(s):** Secondary (6-12)

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish and French

**Language(s) spoken:** English

## DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

### 271. RIFLA Oral Proficiency Institutes for Educators

**Session: 10** **Gibson**

Attendees will learn how to provide a vehicle for members in local organizations to assess, demonstrate, and improve and/or maintain oral proficiency as measured by the ACTFL OPIc in a member-driven, non-evaluative, collegial, semester-long PD based on camaraderie and mutual respect. The RIFLA Oral Proficiency Institutes inspire dialogue in tandem groups to discuss issues of relevant cultural importance while simultaneously improving language skills. Educators' opportunities to travel are limited. The Institutes offer a passport to proficiency without traveling abroad, drawing upon the strengths of an organization's membership to awaken educators' desire to continuously improve their fluency.

**Organizer/Presenter(s):**

Gabriela McNamara, N.B.C.T.  
Rhode Island Foreign Language Association, Peace Dale, RI

**Intended Audience(s):** Adult/Professional

**Keyword:** Professional development

**Strand:** C

**Examples in:** English

**Language(s) spoken:** English

### 272. Building Intercultural Competence Through the AP Italian Cultural Comparison Task

**Session: 10** **Clinton**

This presentation illustrates strategies to help students succeed in the "cultural comparison" task on the AP Italian Language and Culture exam by navigating cultural differences between their own country and the target language country. Through examples and activities that develop interpretive, interpersonal, and presentational communicative competencies, teachers will enable students to go beyond cultural products and practices and gain cultural perspectives. By reflecting on themselves and their own culture through the lens of the target language and culture, students will construct personal meaning, acquire knowledge, and develop attitudes that foster awareness of themselves and understanding of the others.

**Organizer/Presenter(s):**

Paola Morgavi  
Northwestern University, Evanston, IL

**Intended Audience(s):** High School & College

**Keyword:** Instructional strategies

**Strand:** E

**Examples in:** Italian

**Language(s) spoken:** English and Italian

### 273. Beyond "Oktoberfest": Promoting Intercultural Competence Through Analyzing Cultural History

**Session: 10** **Madison**

Studying specific events and artifacts in the target culture and comparing them to their own cultural icons and practices helps students develop observation skills necessary for effective intercultural communication. Participants are introduced to hands-on activities, which guide students toward understanding how communities transmit history and commemorate culturally significant events, and learning how cultural memory shapes the present and future. Awareness-raising activities build both task-relevant proficiency and develop intercultural competence. Examples come from a German curriculum, but are applicable to all languages and instructional levels.

**Organizer/Presenter(s):**

Gisela Hoecherl-Alden, Ph.D.  
Boston University, Boston, MA

**Intended Audience(s):** High School & College

**Keyword:** Connections/Comparisons

**Strand:** E

**Examples in:** German

**Language(s) spoken:** English

## 274. Closing Plenary Session

## Sutton Ballroom

All attendees are welcome and encouraged to join us in our closing plenary session. It is our hope that the Northeast Conference will continue its long-standing tradition of being our professional 'home base' for attendees, and the opening and closing sessions are the perfect venues for conference attendees to connect around the conference theme and strands. At our closing plenary, *Intercultural Competence and World Languages: What have we learned?*, we will highlight findings from the 6 strands and share our visions for continuing the professional conversation as we return to our respective home institutions.

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# 2016 NECTFL Awards

## THE NORTHEAST CONFERENCE BROOKS AWARD FOR OUTSTANDING LEADERSHIP IN THE PROFESSION

Laura Franklin

Northern Virginia Community College



Laura Franklin's service both as NECTFL's conference chair and NECTFL's representative to the American Council on the Teaching of Foreign Languages, resulted in extraordinary and positive change for both organizations and their professional development offerings. Furthermore, her engagement with MERLOT and STARTALK has helped provide highest quality teaching materials, information on teaching approaches and successful practices to teachers of all languages. The passion, dedication, insight, and thoughtfulness Laura brings to her work serves as a model for future leaders. The Brooks Award recognizes the remarkable leadership she provides to our field, which is noteworthy for its professional integrity and unflagging dedication. Her name on the list of recipients will further enhance the award's prestige for future recipients.

## THE STEPHEN A. FREEMAN AWARD FOR BEST PUBLISHED ARTICLE ON TEACHING TECHNIQUES

Mary Caitlin Wight

SUNY Geneseo



Mary Caitlin Wight's contribution to the *Foreign Language Annals*, vol. 48, issue 1 entitled "Students with Learning Disabilities in the Foreign Language Learning Environment and the Practice of Exemption" will be honored with the 2016 Stephen A. Freeman Award for best published article on language teaching.

Her review of existing research on language learning and disabilities and her principled questioning of the widespread policy fill a significant gap in the growing field of disability studies. Her eloquent advocacy for language learning for all in an inclusive classroom provides a compelling example of the role the "community" C plays in the 5Cs of language acquisition. She also clearly argues that exclusion of diverse students from the classroom, a community of practice, undermines the stated goal of language and culture acquisition, namely to develop the ability to think critically about one's own and another culture and develop cultural empathy. Excluding disabled students not only prevents them from exploring another and comparing it to their own culture and language, but also reinforces a rift between both groups of students. Mary Caitlin argues compellingly for a shift in pedagogical practice, professional development for educators, and shifts in institutional thinking that are all necessary to achieve this goal. It is obvious that her article should become a staple on the reading lists of teacher education programs, curriculum planners, and institutional offices of disability services.

*Please join us  
as we honor this year's award winners!*



*Friday, February 12, 2016*

*6:30 - 8:00 p.m. in New York (4<sup>th</sup> Floor)*

# 2016 NECTFL Mead Fellows

with support from SANS Inc.

## Tracy Brady

NYSAFLT



My project is focused on inter-disciplinary world language instruction at 9th grade, specifically French and Spanish in support of

Algebra 1 and Earth Science as part of a pilot program in my district called Innovation Studios. The key is to shift instruction from segregated silos to integrated co-teaching without compromising the integrity of any of the curricula. I will be developing cross-curricular materials, and data will be collected on student language proficiency levels as well as student performance in Algebra and Earth Science. I will continue presenting on the status and progress of this project both locally and at the state level to promote this marriage of world language with STEM subjects as well as the support I am receiving from NECTFL.

*Tracy Brady is a teacher of French and Spanish at East Syracuse Minoa Central School District outside of Syracuse, NY.*

## Dr. Lucía Osa-Melero

PSMLA



The community-engaged project, *Niños y niñas bilingües y biculturales* forged through a partnership between the non-profit YMCA-Duquesne Child Development

Center and the Department of Modern Languages and Literatures, combines the learning goals of two upper level courses with the positive impact of learning a foreign language at a very early age, as stated in the ACTFL guidelines. College students work cooperatively in groups of 3 to develop a 3-week program on basic vocabulary, geography, history, and contrastive cultural features of Spanish-speaking countries for mainly monolingual English-speaking children, ages 3 to 5 attending YMCA-Duquesne preschool. Undergraduate students create pedagogical material for the parents of the preschoolers to take home. With this material, parents engage with the children with the purpose of completing short tasks related to the content taught to the children during the day. Children, parents, and undergraduate students are equally vital constituents of this intergenerational community-engaged project.

*Dr. Osa-Melero is an assistant professor of Spanish in the Department of Modern Languages and Literatures, Duquesne University, Pittsburgh, PA.*

## Rebecca Bergeron

FLENJ



Infusing Spanish into Vocational Instruction. My goal is that this project will begin to infuse foreign language in all areas of teaching,

providing students the tools and conversation ability to be more prepared when leaving high school to attend college, the workforce and the real world. The collaboration between teachers is critical in this project, therefore, one of my objectives is that fellow colleagues will visualize foreign language intertwined in all facets of the school and work together to coordinate this infusion of language with content. My goal is that the foreign language students create tools and resources to work alongside vocational class students to teach vocabulary and practical conversational skills that can be exercised in a practical setting. Not only will teachers be assessing student conversational skills using a rubric, but students will also be provided with the same rubric to self-reflect on their own speaking proficiency.

*Rebecca Bergeron is a teacher of Spanish at the Union County Vocational Technical High School in Scotch Plains, NJ.*

## About the Award

This scholarship is provided to support an individual in the development of a project that contributes to the foreign language teaching profession and advances quality language instruction. The Mead program was created to develop future leaders for the profession at the state, regional, and national levels. It is supported in part by SANS, Inc., and we are grateful to the company for their contributions to our profession and to NECTFL.

Educators of ALL LANGUAGES at ALL LEVELS are encouraged to apply to this program, designed to identify potential leaders in education and to support the development of their potential. Each scholarship recipient will be assigned a mentor with expertise in the area of that person's project, and NECTFL will facilitate virtual and, if possible, face-to-face meetings of the two.

## NECTFL Professional Development Committee

Amanda Seewald, Chair  
Nathan Lutz  
Gisela Hoecherl-Alden  
Margarita Dempsey

# NECTFL Teacher of the Year Finalists 2016



Adam Laliberte is a Spanish teacher from Westerly, RI. He is the Rhode Island Foreign Language Association Teacher of the Year. Adam motivates students intrinsically to create a more effective and communicative classroom to give students the opportunity to acquire languages because, as he said in his Teacher of the Year essay, students who “are bilingual, trilingual or polyglots will have more opportunities than those who are monolingual.” Adam is passionately committed to opening the world of language learning to all. Adam designed and piloted a class called “Adaptive Spanish” for students with profound learning disabilities, including those with severe autism and Down Syndrome.

He said: “There is no better feeling than having one of these students hold the door open for you and scream “¡Hola!” or give you a hug and tell you “¡Adiós!” as they leave. Through teaching this class I am now more resolute than ever in my belief that learning foreign languages has no bounds and is crucial for every human being.”



Gabriel Blanco is the Pennsylvania State Modern Language Association’s Teacher of the Year. Gabriel is an accomplished Spanish teacher who believes that “If the United States wants to continue having a leadership advantage in this ever complicated world, it is imperative that language learning and cultural competence be given center stage.” Gabriel has traveled widely to the Caribbean and Central America to gather myths and legends, promote bilingual/bicultural studies and direct experiences with the target language. Gabriel’s practice includes a strong focus on cultural sensitivity and appreciation as he instills in his students “a desire to be kind and sensitive to each other’s beliefs and points of view through language and culture learning.” Knowing another language and appreciating diverse cultures, is, for Gabriel, a “very special key that opens doors to world unity.”



Françoise Piron, or “Swaz,” as she is known, is the dynamic French teacher and highly regarded workshop presenter holding the title of The New York State Association of Foreign Language Teachers’ Teacher of the Year. Swaz believes that language learning helps students “understand the power of words and discover the intricacies of their own language, thus improving their ability to communicate.” For Swaz, the mission of a world language teacher is clear. She says: “in a world with so much ignorance regarding others based on their religion and ethnicity, our role as cultural ambassadors is key to help our students develop cultural intelligence and become true citizens of the world.” She says that students’ thinking will be clearer and their brains healthier when “it stores bilingual or trilingual components; their heart will be fuller if it has developed the empathy to others that comes with the understanding of people of various backgrounds and cultural origins; and our world will be a better place.”



Michael Kowalczyk, an Italian teacher with a strong focus on technology, is the Foreign Language Educators of New Jersey’s Teacher of the Year. Michael has demonstrated a great willingness to pilot and implement technology-infused approaches to teaching that he shares with his colleagues. He has designed “make and take” sessions for colleagues that help them receive individual coaching on how to use technology in the classroom. Michael also speaks fondly of the time he spent in Siena, Italy as a student where he learned that by “knowing the language, I was able to create a personal connection that transcended great differences.” In order to help his students communicate and “fall in

love with the culture” and language as he did in Siena, Michael takes his students on “virtual tours of Italian cities on Google Street view” or he involves them in activities like scavenger hunts with QR codes or online collaboration with Google classroom. Michael takes joy and pride in “engaging students in language and culture 100% of the time.”



Katrina Griffin, an innovative German teacher, is the Maryland Foreign Language Association Teacher of the Year. Katrina believes that teaching “language is a privilege” and that the classroom is “a sacrosanct space where students’ creating connections is the key to learning about new content, new cultures, and new understandings.” Katrina is deeply involved with the development and implementation of county-level German curricula and assessments as well as in sharing her deep expertise in professional development workshops that include such topics as world language advocacy, the integration of culture and technology and ways to create a more student-centered classroom. Katrina experienced “a paradigm shift” when her school became a STEM magnet and she “came to realize that teaching STEM and teaching languages shared much in common, including critical thinking, collaboration, interpretation, and communication.” Katrina’s practice exemplifies the “trifecta of language, content, and culture” where students “see value not only in what they are studying, but also in themselves.”

# Past NECTFL Award Winners



## THE NORTHEAST CONFERENCE BROOKS AWARD FOR OUTSTANDING LEADERSHIP IN THE PROFESSION

At each annual Conference since 1968, the Board of Directors has honored a member of the profession for distinguished service and leadership. Since 1978 the award has been given in honor of Nelson H. Brooks

1968	<b>Stephen A. Freeman</b> Middlebury College	1984	<b>Wilga M. Rivers</b> Harvard University	2000	<b>Protase E. Woodford</b> Educational Testing Service (ret.)
1969	<b>Nelson H. Brooks</b> Yale University	1985	<b>James E. Alatis</b> Georgetown University	2001	<b>Edward C. Scebold</b> ACTFL
1970	<b>Harry L. Levy</b> Fordham University	1986	<b>Robert Lado</b> Georgetown University	2002	<b>Robert J. Ludwig</b> NYSAFLL
1971	<b>Robert G. Mead</b> University of Connecticut	1987	<b>Mary P. Thompson</b> Glastonbury (CT) Public Schools	2003	<b>Frank, W. Medley</b> Jr. West Virginia University
1972	<b>Freeman Twadell</b> Brown University	1988	<b>Leo Benardo</b> New York City PS	2004	<b>Martha G. Abbott</b> Fairfax County (VA) PS
1973	<b>Emma Birkmaier</b> University of Minnesota	1989	<b>Dora Kennedy</b> Prince George's County (MD) Public Schools	2005	<b>Ray Clifford</b> Defense Language Institute
1974	<b>Donald D. Walsh</b> Northeast Conference	1990	<b>Ann Beusch</b> Maryland State DOE	2006	<b>Riordan Kathleen</b> Springfield (MA) PS
1975	<b>Theodore Andersson</b> University of Texas	1991	<b>Helen Warriner-Burke</b> Virginia State DOE	2007	<b>Stephen L. Levy (ret.)</b> Roslyn NY Schools
1976	<b>Wilmarth H. Starr</b> New York University	1992	<b>Sandy Jean McIntyre II</b> Morgan State University	2008	<b>Eileen W. Glisan</b> Indiana University of Pennsylvania
1977	<b>Kenneth W. Mildenberger</b> Modern Language Association	1993	<b>Dorothy James</b> Hunter College	2009	<b>Marjorie Hall Haley</b> George Mason University
1978	<b>Howard Lee</b> Nostrand University of Washington	1994	<b>Eleanor Jordan, , Emerita</b> Cornell University	2010	<b>Yu-Lan Lin</b> Boston Public Schools
1979	<b>Dwight Bolinger</b> Harvard University	1995	<b>Earl W. Stevick, Emeritus</b> Foreign Service Institute,	2011	<b>Gregory Duncan</b> InterPrep, Inc.
1980	<b>Richard I. Brod</b> Modern Language Association	1996	<b>Edward D. Allen, , Emeritus</b> Ohio State University	2012	<b>Richard Brecht</b> CASLS
1981	<b>Laurence Wylie</b> Harvard University	1997	<b>Ronald A. Walton</b> National Foreign Language Center (posthumous award)	2013	<b>Heidi Byrnes</b> Georgetown University
1982	<b>Lorraine A. Strasheim</b> Indiana University	1998	<b>Helene Zimmer-Loew</b> AATG	2014	<b>Gladys C. Lipton</b> National FLES* Institute
1983	<b>James R. Frith</b> Foreign Service Institute	1999	<b>June K. Phillips</b> Weber State University	2015	<b>Charlotte E. Gifford</b> Greenfield Comm. College

## *NECTFL Awards Ceremony*

*Friday, February 12, 2016*

*6:30 – 8:00 p.m.*

*New York (4<sup>th</sup> Floor)*

*Please join us as we honor this year's  
award winners and honorees!*



## THE STEPHEN A. FREEMAN AWARD FOR BEST PUBLISHED ARTICLE ON TEACHING TECHNIQUES



This award is named after Stephen A. Freeman of Middlebury College. It has been awarded since 1968 at the discretion of the Board to recognize the best published article on teaching techniques to have appeared during the preceding year.

1969	<b>Sidney R. Smith</b> University of North Carolina	1985	<b>Walter Blue, Donald Rice, Tamara Root</b> Hamline University	2006	<b>N. Ann Chenoweth</b> U. of Texas – Pan American
1970	<b>Frank Otto</b> Ohio State University	1986	<b>Charlotte Cole</b> <b>Floy Miller</b> Walpole (MA) High School	2007	<b>Kimmaree Murday</b> Indiana U. – Purdue U. Indianapolis
1971	<b>Michael Agatstein</b> Wheatley School	1989	<b>Jay Siskin</b> Northwestern University	2008	<b>Teresa Pica</b> Penn Graduate School of Education
1973	<b>H. Ned Seelye</b> <b>J. Lawrence Day</b>	1990	<b>Emily Spinelli</b> U. of Michigan at Dearborn		<b>Bonnie Adair-Hauck</b> U. of Pittsburgh
1974	<b>Robert J. Elkins</b> <b>Theodore B. Kalivoda</b> <b>Genelle Morain</b> University of Georgia	1991	<b>Robert Terry</b> University of Richmond		<b>Eileen W. Glisan</b> Indiana U. of PA
1975	<b>Thomas P. Carter</b> Dalhousie University	1998	<b>Marva Barnett</b> University of Virginia		<b>Keiko Koda</b> Carnegie Mellon U.
1977	<b>Christina Bratt Paulston</b> <b>Howard R. Selekmán</b>	1999	<b>Elizabeth Knutson</b> U.S. Naval Academy		<b>S. Paul Sandrock</b> WI Dept. of Public Instruction
1978	<b>I.S.P. Nation</b> Victoria University	2001	<b>Olenka Bilash</b> University of Alberta		<b>Elvira Swender</b> ACTFL
1979	<b>Diane W. Birckbichler</b> Ohio State University, <b>Alice C. Omaggio</b> ERIC Clearinghouse on Languages & Linguistics	2002	<b>Anita Vogely</b> SUNY Binghamton	2009	<b>Jason J. Goulah</b> DePaul University/Concordia Language Villages
1981	<b>James M. Hendrickson</b> Lansing Community College	2003	<b>Linda Quinn Allen</b> Iowa State University	2011	<b>Lina Lee</b> University of New Hampshire
1982	<b>Claire Kramsch</b> Mass. Institute of Technology	2004	<b>Terry A. Osborn</b> University of Connecticut	2014	<b>Maximilian Aue</b> <b>Peter Höyng</b> <b>Marianne Lancaster, Hiram Maxim</b>
1983	<b>Heidi Byrnes, Stefan Fink, Aureila Roman</b> Georgetown University	2005	<b>Bonnie Adair-Hauck and Richard Donato</b> University of Pittsburgh		<b>Caroline Schauman</b> Emory University
1984	<b>Renate A. Schulz</b> University of Arizona		<b>Wynne Wong</b> Ohio State University <b>Bill VanPatten</b> U. of Illinois at Chicago	2015	<b>Cynthia Chalupa</b> <b>Heiko ter Haseborg</b> West Virginia University

## THE JAMES W. DODGE FOREIGN LANGUAGE ADVOCATE AWARD

The Foreign Language Advocate Award is presented to honor an individual outside the profession, for recognition of work on behalf of languages. Since 1990, this award has been presented in memory of James W. Dodge, who served as Secretary-Treasurer of the Northeast Conference for nearly twenty years.

1978	<b>Hon. Paul Simon</b> Congressional Representative from Illinois	1993	<b>James Herbert</b> National Endowment for the Humanities	2004	<b>Brenda L. Welburn</b> National Association of State Boards of Education
1979	<b>President Jimmy Carter</b>	1994	<b>James Crawford</b> author and editor	2005	<b>Hon. Rush Holt</b> Congressional Representative from New Jersey
1980	<b>Fred M. Hechinger</b> The New York Times Foundation	1995	<b>Hon. Madeleine May Kunin</b> former Governor of Vermont, Deputy Secretary of Education	2006	<b>Taj Mahal and Carole Fredericks</b> (posthumous award) Music Legends and Cultural Ambassadors
1983	<b>Hon. Leon E. Panetta</b> Congressional Representative from California	1996	<b>Hon. David L. Boren</b> former Senator from Oklahoma, President, University of Oklahoma	2007	<b>Hon. Paul S. Sarbanes</b> former Senator from Maryland
1985	<b>Sylvia Porter</b> nationally syndicated columnist	1997	<b>Hon. David L. Boren</b> former Senator from Oklahoma, President, University of Oklahoma	2009	<b>Hon. Paul S. Sarbanes</b> former Senator from Maryland
1986	<b>Hon. Christopher J. Dodd</b> Senator from Connecticut	1998	<b>Robert Orrill</b> The College Board	2010	<b>Luma Mufleh</b> Fugees Family
1987	<b>Hon. J. William Fulbright</b> former Senator from Arkansas	1999	<b>Ken O'Keefe</b> , Allegheny College	2012	<b>J.W. Marriott, Jr.</b> Marriott International
1988	<b>Hon. Claiborne Pell</b> Senator from Rhode Island	2000	<b>Sesame Street, Children's Television Workshop</b>	2013	<b>J. David Edwards</b> NCL/NCLIS
1989	<b>The Southern Governors Conference</b>	2001	<b>Hon. Richard Riley</b> former Governor of South Carolina, Sec. of Education, U.S. DOE	2014	<b>Hon. Jack Markell</b> Governor of Delaware
1990	<b>Leonard A. Lauder</b> President and CEO, Estée Lauder, Inc.	2002	<b>L. Jay Oliva</b> President, New York University	2015	<b>Clay Pell</b> Deputy Assistant Secretary of Education, U.S. DOE
1991	<b>Scott McVay</b> Executive Director, Geraldine R. Dodge Foundation	2003	<b>Barbara Turlington</b> American Council on Education		<b>Diane Rehm</b> <i>The Diane Rehm Show</i>
1992	<b>Hon. Lois G. Pines</b> State Senator for Middlesex and Norfolk District, MA		<b>Ann M. Copland</b> Senior Exec. and Legislative Asst., Sen. Cochran (R-MS)		

# NECTFL Advisory Council 2016\*



The NECTFL Advisory Council is a governing body of NECTFL, composed of individuals representing themselves (\$100 level) OR representing schools, districts, universities, associations or companies (\$200 level) who pay a membership fee to participate in NECTFL activities and business by providing advice, leadership and support to the Board of Directors.

## Individual Memberships

Ana Alonso, Northern Virginia Comm. College  
Cheryl Berman, SAU District 50  
Mara-Lee Bierman, SUNY Rockland Comm. College  
Christina Blanco, School Lane Charter School  
Margaret Blanco, VITA Education Services  
Gabriel Blanco, Council Rock High School North  
Michael Bogdan, South Middleton SD  
Maria J. Cabrera-Puche, West Chester Univ. of PA  
Marie Campanaro, Spencerport Schools  
Keith Cothrun, AATG  
Robert R. Daniel, St. Joseph's University  
Margarita Dempsey, Smithfield HS  
Sara Deveaux, Pine Bush HS  
Laura Franklin, NVCC  
Merce Garcia, The Chestnut Hill School  
Gisela Hoecherl-Alden, Boston University

Billie Hulke, Baylor University  
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Susan Terranova, Mount Saint Joseph HS  
Maria Villadoniga, Individual Membership  
Maria Zachery, Staples High School

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Tim Eagan, Wellesley Public Schools  
Celeste Ferren, Somersworth HS/NHALWT  
Rebecca K. Fox, George Mason University  
Bill Heller, SUNY Geneseo

Sr. Mary Helen Kashuba SSJ, Chestnut Hill College  
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Rita Oleksak, Glastonbury Public Schools  
Jose Ricardo, Shippenburg University  
Dawn Santiago-Marullo, Victor Central Schools  
Stony Brook University, Stony Brook University  
Dali Tan, CLASS  
Maryland Foreign Language Association,  
Helene Zimmer-Loew, AATG (ret.)

**For more information about the NECTFL Advisory Council and how to join, please see a member of the Board or visit our website. Benefits include:**

- Discounted conference registration and an invitation to the annual Advisory Council luncheon and meeting.
- The right to nominate and vote for candidates to the Board of Directors.
- The right to nominate candidates for NECTFL's prestigious awards.
- The opportunity to help us provide leadership, advocacy, and professional development.
- The benefit of presenting up to ten (10) NECTFL Excellence in Language Study awards to your students.

\*As of 1/21/2016

**NORTHEAST  
CONFERENCE**  
on the Teaching of Foreign Languages



**NECTFL salutes its dedicated state associations and their leadership!**

Connecticut Council of Language Teachers (CTCOLT)

Delaware Council on the Teaching of Foreign Languages (DECTFL)

Foreign Language Association of Maine (FLAME)

Foreign Language Association of Virginia (FLAVA)

Foreign Language Educators of New Jersey (FLENJ)

Greater Washington Association of Teachers of Foreign Languages (GWATFL)

Maryland Foreign Language Association (MFLA)

Massachusetts Foreign Language Association (MaFLA)

New Hampshire Association of World Language Teachers (NHAWLT)

New York State Association of Foreign Language Teachers (NYSFLT)

Pennsylvania State Modern Language Association (PSMLA)

Rhode Island Foreign Language Association (RIFLA)

Vermont Foreign Language Association (VFLA)

West Virginia Foreign Language Teachers Association (WVFLTA)

*Thank you for being a part of our conference - we look forward to working with you this year and into the future!*



## NECTFL *Review*

### General Information

Since 2000, the *NECTFL Review* has published articles of interest to instructors, researchers, and administrators at all educational levels on theory, research, and classroom practice in language teaching. In addition to scholarly articles, the *NECTFL Review* includes reviews of products of interest to foreign language educators. These evaluations are written by language professionals at all levels representing all languages. In 2005, the *Review* was available both online and in hard copy. In 2009, the *NECTFL Review* was published uniquely online, maintaining the professional rigor in the selection and publication of articles that had seen the journal take its place among the ranks of highly recognized foreign language publications. The journal is published twice a year: in January and in September. There is no deadline for submission of articles.

Complete guidelines for the preparation of manuscripts and a thorough checklist for manuscript preparation are published in every issue of the journal and also appear online.

- Guidelines for Preparation of Manuscripts:  
[https://facultystaff.richmond.edu/~rterry/NECTFL/NECTFL\\_Guidelines\\_for\\_Preparation\\_of\\_Manuscripts.pdf](https://facultystaff.richmond.edu/~rterry/NECTFL/NECTFL_Guidelines_for_Preparation_of_Manuscripts.pdf)
- A Checklist for Manuscript Preparation:  
[https://facultystaff.richmond.edu/~rterry/NECTFL/Checklist\\_for\\_Manuscript\\_Preparation.pdf](https://facultystaff.richmond.edu/~rterry/NECTFL/Checklist_for_Manuscript_Preparation.pdf)
- Author/Article Information:  
[https://facultystaff.richmond.edu/~rterry/NECTFL/Author\\_article\\_information\\_form.htm](https://facultystaff.richmond.edu/~rterry/NECTFL/Author_article_information_form.htm)

Each article is reviewed by at least three of the 50 nationally-known experts in the field of foreign language teaching who make up the Editorial Review Board. Elements that are considered in the evaluation process are the article's appropriateness for the journal's readership, its contribution to foreign language education and the originality of that contribution, the soundness of the research or theoretical base, its implications for the classroom, and finally, organization, focus, and clarity of expression.

Authors are normally notified about the status of their articles within two months from the date of submission.

For those interested in reviewing materials, get in touch with Tom Conner, Review Editor, [tom.conner@snc.edu](mailto:tom.conner@snc.edu)

Guidelines for reviewers can be found at <http://www.nectfl.org/software.html>

### Editors

Robert M. Terry, Managing Editor and Articles Editor

Thomas S. Conner, Review Editor

### Publication Data (as of January 4, 2016)

Total articles received	180
Total published	83 (46%)
Total rejected/withdrawn	97 (54%)

Managing Editor, Articles Editor

## A Message from the 2017 Chair



Dear NECTFL friends and colleagues,

My name is Carole Smart and I am currently a French teacher, grades 6-12 in a small school district of Newmarket, NH. Along with my 40<sup>th</sup> year of teaching, this year I served as Vice-Chair of NECTFL and will have the honor of presiding as the NECTFL Chair for the 2016-2017 academic year.

In the last two years, the NECTFL organization has undergone many changes under the leadership of Cheryl Berman and Rebecca Fox. Cheryl led us through a very important reorganization and growth while Rebecca brought new changes and a new approach to our conference with the idea of strands. John Carlino, who is invaluable to us, serves as our new Executive Director.

NECTFL has always provided excellent professional development opportunities and will continue to do so as we move forward with our plans, our mission and our goals in serving world language educators throughout the 14 states of our region. Simultaneously, we will work diligently to provide you with an excellent conference, one in which you will find many sessions that will meet your needs, at all levels from elementary to university.

As we look ahead, our 63<sup>rd</sup> annual conference in 2017 will remain in New York City and will take place February 9 to 11. We have also chosen the theme: “Strengthening World Language Education: Standards for Success”. This theme will enable a continuation of the strands as we look at the many and varied standards that guide our teaching.

We look forward to your input as the organization continues to move forward. We value your thoughts and ideas in helping us to further the growth of the NECTFL organization. Whether you are a novice teacher or a veteran teacher, a teacher intern or a methods instructor, a session presenter or a state board member, whatever your role, your ideas are important to us. We are eager to hear what you have to share with us. Also, please continue to access our website at [www.nectfl.org](http://www.nectfl.org) for current and important information.

Lastly, as you venture through these next days of the 2016 conference, enjoy the networking, the learning, the camaraderie and the connections of these days in New York City.

From rural NH, I am looking forward to meeting you, hearing from you, and working for and with you during the next year.

Sincerely,

A handwritten signature in cursive script that reads "Carole A. Smart".

Carole A. Smart

# Conference Chairs, 1954-2016



1954	<b>Hunter Kellenberger</b> Brown University	1977	<b>Jane MacFarland</b> Bourque Stratford (CT) P.S.	2000	<b>Frank W. Medley</b> Jr. West Virginia University
1955	<b>Germaine Brée</b> New York University	1978	<b>Thomas H. Geno</b> University of Vermont	2001	<b>Margaret Ann Kassen</b> Catholic University of America
1956	<b>Dorothy B. Crawford</b> Philadelphia H.S. for Girls	1979	<b>Paul D. Cincinnato</b> Farmingdale (NY) P.S.	2002	<b>Donald Reutershan</b> Maine Dept. of Education
1957	<b>William N. Locke</b> Mass. Institute of Technology	1980	<b>John L.D. Clark</b> Educational Testing Services	2003	<b>John Webb</b> Princeton University
1958	<b>George N. Shuster</b> Hunter College	1981	<b>Helene Zimmer-Loew</b> NYS Department of Education	2004	<b>Frank Mulhern</b> Pennsylvania State Modern Language Association
1959	<b>Léon E. Dostert</b> Georgetown University	1982	<b>Toby Tamarkin</b> Manchester (CT) Comm. College	2005	<b>Mikle D. Ledgerwood</b> SUNY Stony Brook
1960	<b>Remigio U. Pane</b> Rutgers University	1983	<b>John M. Darcey</b> West Hartford (CT) P.S.	2006	<b>Nancy Gadbois</b> Springfield MA Public Schools
1961	<b>Carl F. Bayerschmidt</b> Columbia University	1984	<b>June K. Phillips</b> Indiana University of PA	2007	<b>Marjorie Hall Haley</b> George Mason University
1962	<b>Edward J. Geary</b> Harvard University	1985	<b>Stephen L. Levy</b> Roslyn (NY) Public Schools	2008	<b>Sharon Wilkinson</b> Simpson College
1963	<b>Harry L. Levy</b> Hunter College	1986	<b>Helen S. Lepke</b> Clarion University of PA	2009	<b>Laura Franklin</b> N. Virginia Comm. College
1964	<b>Alfred S. Hayes</b> Center for Applied Linguistics	1987	<b>Christine L. Brown</b> Glastonbury (CT) P.S.	2010	<b>Jaya Vijayasekar</b> Vernon (CT) Public Schools
1965	<b>Wilmarth H. Starr</b> New York University	1988	<b>Richard C. Williamson</b> Bates College	2011	<b>Charlotte Gifford</b> Greenfield (MA) Comm. College
1966	<b>Jean Perkins</b> Swarthmore College	1989	<b>John P. Nionakis</b> Hingham (MA) Public Schools	2012	<b>Jennifer L. Steeley</b> Manheim Twp. (PA) M.S.
1967	<b>G. Reginald Bishop, Jr.</b> Rutgers University	1990	<b>Heidi Byrnes</b> Georgetown University	2013	<b>Arlene F. White</b> Salisbury University
1968	<b>Robert G. Mead</b> Jr. University of Connecticut	1991	<b>Judith E. Liskin-Gasparro</b> Middlebury College	2014	<b>Janel Lafond-Paquin</b> Rogers High School Newport RI
1969	<b>F. André Paquette</b> American Council on the Teaching of Foreign Languages	1992	<b>Joy Renjilian-Burgy</b> Wellesley College	2015	<b>Cheryl Berman</b> SAU 50 Newington (NH)
1970	<b>Remunda Cadoux</b> Hunter College	1993	<b>José M. Díaz</b> Hunter College High School	2016	<b>Rebecca K. Fox</b> George Mason University
1971	<b>Hilary Hayden</b> OSB St. Anselm's Abbey School	1994	<b>Sylvia Brooks-Brown</b> Baltimore County (MD) P.S.		
1972	<b>Mills F. Edgerton</b> Jr. Bucknell University	1995	<b>Rebecca R. Kline</b> Penn State University		
1973	<b>Joan L. Feindler</b> East Williston (NY) P.S.	1996	<b>Julia T. Bressler</b> Nashua (NH) Public Schools		
1974	<b>Joseph A. Tursi</b> SUNY at Stony Brook	1997	<b>Eileen W. Glisan</b> Indiana University of PA		
1975	<b>Jerome G. Mirsky</b> Jericho (NY) Public Schools	1998	<b>Richard Donato</b> University of Pittsburgh		
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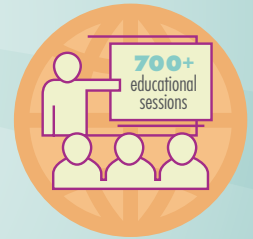
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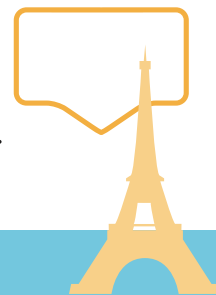
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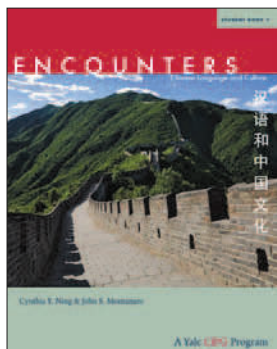
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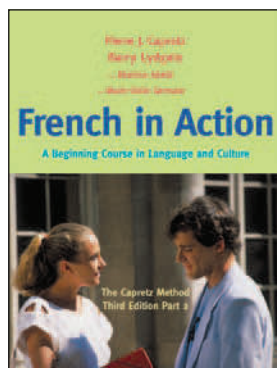


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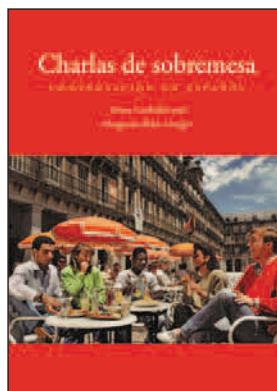
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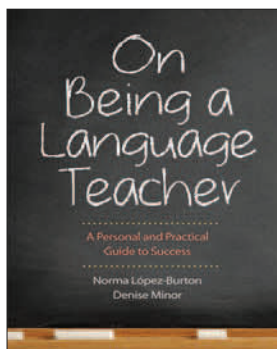


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