



***Strengthening World Language  
Education: Standards for Success***

**63<sup>rd</sup> Annual  
Northeast Conference  
on the Teaching of Foreign Languages  
February 9–11, 2017  
New York Hilton Midtown  
Carole Smart, Chairperson**

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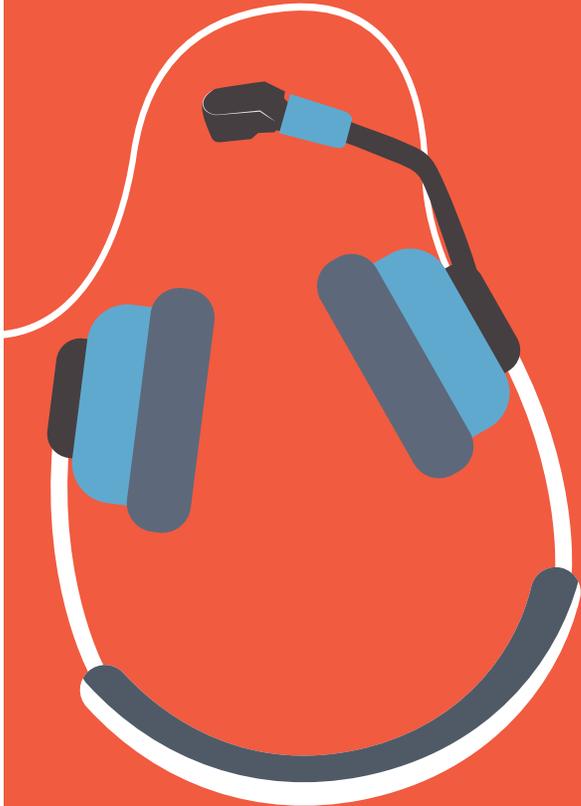
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# Newly Elected Class of '21 (terms begin July 1, 2017)

## Margarita Dempsey, Smithfield High School (RI)



Margarita Boyatzis Dempsey is a first-generation American who learned English in kindergarten. It's no surprise that she grew up loving languages. She majored in French at Skidmore College

and received her MAT in French from Assumption College. She studied in France while in high school and pursued postgraduate courses in France and Spain. She teaches French III, IV and V and Spanish III at Smithfield High School in Smithfield, Rhode Island. At Smithfield High School she has served on many committees, including NEASC chair, District Evaluation Committee, Strategic Planning Committee and Superintendent's Advisory Group and has advised the National Honor Society, the class of 2008 and has directed many drama productions. She is also an adjunct instructor in French at Bryant University and has taught Spanish Drama Workshop at Rhode Island College. RIFLA has been an important part of Margarita's professional life. She has served as president as well as being on the board for many, many years. For the past two years she has also been the AATF Region 1 representative and filled a remaining term on the NECTFL board. Margarita has named Smithfield Teacher of the Year in 2001, a semi-finalist Rhode Island Teacher of the Year, 2001, RIFLA Teacher of the Year, 2012 NECTFL Teacher of the Year, 2013, and finalist ACTFL Teacher of the Year, 2013. Her FLITES (French Language in the Elementary Schools), a volunteer, after-school program which brings advanced French students to a local elementary school to teach 4th graders basic French and her Evening of the Arts program where her French V class performs an original play for the community, have been honored with the RIFLA Mary Borra Excellence in Teaching Award in 2015 and 2001. She has been the keynote speaker at the RIFLA conference, presented at RIFLA, MaFLA, NECTFL, and AATF conferences and has contributed an article in Integrating Children's Literature into the Curriculum. Margarita has organized over 25 student trips to France, Spain, Peru and Canada because each time she travels she experiences these countries for the first time through the eyes of her students and there is nothing better than that!

## Leslie Grahn, Howard County Public Schools (MD)



Leslie Grahn is the Coordinator of World Languages for the Howard County Public Schools in Maryland. She has twenty-seven years of teaching experience in French, Spanish, and Exploratory

Language at middle and high school levels in both urban and suburban settings. Leslie holds a Bachelors degree from the University of Maryland, Baltimore County in French and Education and a Masters degree in Administration and Supervision from Loyola University. During her career, Leslie has supervised fifteen student teachers and was named Prince George's County Teacher of the Year in 1999. She has been on the Board of Directors of the Maryland Foreign Language Association since 1996, serving as its President from 2002-2004 and 2010-2012. In addition, she is a member of the Board of Trustees for the National Museum of Language and serves on the Advisory Board for the National Association of District Supervisors of Foreign Languages (NADSFL). Leslie served as a Teacher Consultant on the Pearson-Prentice Hall series, *Realidades*, wrote curriculum and assessments at the district level, piloted portfolio entries for National Board Certification in World Languages Other Than English, and acted as a project reviewer for the New Visions in Foreign Language Education Project. With Dr. Dave McAlpine, Leslie has co-authored the next book in the ACTFL Keys series on Instructional Strategies to be released in 2017. She has served as a selection committee member for the NECTFL Teacher of the Year and for ACTFL awards. She is a course instructor on foreign language teaching methods and differentiated instruction and is frequent presenter and consultant at state, regional, and national conferences, specializing in best practices, specifically hands-on, interactive strategies and facilitates workshops on the topics of student engagement, formative assessment, rigor, and differentiated instruction.

## Deborah Espitia, Delaware World Language Immersion Program (DE)



Deborah Espitia celebrates a milestone this year: 40 years teaching world languages, beginning as a Peace Corps Volunteer in Colombia. After four years in "the toughest job you'll ever love," Debbie

returned to the States to teach French and Spanish in Virginia: first on the Eastern Shore in one of the smallest school systems in the nation; then, at a junior high school in Hampton City Schools. The next stop was Howard County Public Schools in Maryland, from which Debbie recently retired. During her tenure in HCPSS, Debbie taught high school Spanish, served as department chair, and took on the role of Coordinator of World Languages and ESOL. Sprinkled throughout, Debbie also taught Spanish and methods courses at several local universities. Her last two years in HCPSS, Debbie returned to the "second toughest job you'll ever love" – teaching at the middle level. By coincidence, she was assigned to a middle school that feeds into her former high schools. There is nothing quite like hearing, "You taught my mom!" It was a wonderful way to wrap up a teaching career. Of course, it never really ends. Upon retiring, Debbie moved back to the Eastern Shore – this time to Delaware – where she has served as a teacher mentor for dual immersion programs in four elementary schools and is currently developing curriculum for the middle school level. Debbie also works as an educational consultant and frequently presents at local, state, regional, and national conferences on a number of topics, such as assessment, differentiation, engagement, and technology. Debbie is an active member of the Maryland Foreign Language Association (MFLA) and has been on the Board of Directors since 2002. She served as president from 2006-2008 and is the current MFLA President (2015-2017) and Webmaster/Social Media Manager (2008-present). Debbie is also a member of the following organizations: ACTFL, ASCD, NADSFL, NNELL, and NECTFL Advisory Council. Debbie holds a B.S. in Education and Spanish from Millersville University (PA), coursework from the Universidad de Valladolid (Spain), and a M.S. in Gifted Education with a Certificate in Administration and Supervision from Johns Hopkins University (MD).

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## A Message from the 2017 Chair



Dear colleagues and friends,

As chair, and on behalf of the NECTFL Board and the Executive Director, it is with great pleasure that I welcome you to the 2017 NECTFL Conference, at the New York Hilton Midtown. It is with open arms that we welcome all of you to participate, learn and connect to one another while exploring the workshops and sessions that will energize you as you delve into our theme of *Strengthening World Language Education: Standards for Success*.

We gather here as colleagues, friends, and educators from the 13 northeast states, Washington, D.C., and beyond, because we are all dedicated to the promotion of world languages. We gather here as kindergarten teachers, as elementary, middle and high school teachers, as university professors and as researchers. We gather here to grow as professionals and to share our knowledge and expertise. There are hundreds of options – choices that will help us to achieve our professional and personal growth goals as we amble through the sessions, the #techlab and the research roundtables. We begin with our opening session by Angèle Kingué, who will show us ways to connect the standards to teaching. Our 2016 Past Chair, Rebecca Fox will close the conference, sharing her expertise, as she works to synthesize all that was presented around this year's theme.

As always, there will be a wide array of exhibitors, many of whom sponsor parts of this conference. I ask you to take a moment to thank them for their sponsorship and support. Please also consider the same for each of our 14 member associations who work with us throughout the year and continue to recommend many outstanding professionals for Teacher of the Year, the Mead Scholarship program and Best of State sessions. NECTFL is very thankful to each of the state associations for their outreach and connection that is critical to our success.

On behalf of the Board of Directors, I express my sincerest thanks to all of you for your dedication to and support of NECTFL and the world language teaching profession. What you do as world language teachers, for students and for advocacy is more important with each passing year. Thank you for attending this conference and for connecting and sharing your knowledge and expertise with us. May your experience this weekend energize you professionally throughout the year.

My sincerest regards and boundless thanks to all my colleagues, friends, fellow teachers and advocates,

*Carole Smart*  
NECTFL Chair 2017

# *63<sup>rd</sup> Annual Northeast Conference on the Teaching of Foreign Languages*



## *Strengthening World Language Education: Standards for Success*

Carole Smart, Chairperson

The 2017 conference theme is *Strengthening World Language Education: Standards for Success* and our program includes invited sessions and workshops, special presentations by distinguished speakers, and a series of related strand sessions. Strands are based on discussions around a range of topics that will help participants focus on the development of the conference theme, classroom practice, and curriculum development. There are also 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 are again offering the unique opportunity for attendees to follow a specific strand that is related to the conference theme. 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 Role and Scope of Standards in World Language Education
- B. Building Deeper Understandings of Standards Through Research
- C. Integrating Standards in Teaching and Curriculum
- D. Understanding Standards and Their Impact on Learning and Assessment
- E. Strengthening Teacher Education and Professional Development for Implementation of Standards
- F. Exploring the Role of Digital Literacies in Standards-based Instruction

### **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, we will highlight findings from the six strands and share our visions for continuing the professional conversation as we return to our respective home institutions.

# 63<sup>rd</sup> Annual Northeast Conference Program Overview

## THURSDAY, FEBRUARY 9

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)
1:00–4:30 p.m.	State Leaders Luncheon and Meeting
1:30–4:30 p.m.	Three-hour Ticketed Workshops – Afternoon
5:00–8:00 p.m.	Board of Directors Meeting and Dinner

## FRIDAY, FEBRUARY 10

7:00 a.m.–5:30 p.m.	Conference Registration
8:00 a.m.–5:00 p.m.	Conference Exhibit Hall Open
8:30–9:30 a.m.	Opening Plenary Session
9:30–10:15 a.m.	Exhibit Hall Grand Opening and Coffee Break
10:15–11:15 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
12:00–1:30 p.m.	Palmes Academiques Luncheon (by invitation only) - Offsite
12:30–1:30 p.m.	Lunch Break/Exhibits
1:30–2:30 p.m.	Session 3
2:30–3:15 p.m.	Exhibit Break
3:15–4:15 p.m.	Session 4
4:15–4:45 p.m.	Exhibit Break
4:45–5:45 p.m.	Session 5
6:30–8:00 p.m.	NECTFL Awards Ceremony

## SATURDAY, FEBRUARY 11

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

# Conference Schedule at a Glance

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

## 2017 NECTFL LOCAL COMMITTEE



Local Committee Chairpersons Bill Anderson and Stacy Blair 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 2017 COMMITTEE:

Wilfredo Abrahante, Roslyn Public Schools, NY  
Christopher Barley, Essex Street Academy, NY  
Sally Barnes, Pierre Van Cortlandt Middle School, NY  
Leslie Berger Port, Toms River Regional Schools, NJ  
Candace Black, Eastridge High School, NY  
Tracy Brady, Hastings High School, NY  
Carolina Bustamante, SUNY Old Westbury, NY  
Marie Campanaro, Spencerport School District, NY  
Carmen Campos, The Dalton School, NY  
Lillian Carey, Hauppauge Public Schools, NY  
Marissa Coulehan, The Dalton School, NY  
Sheri Davis, Elwood School District, NY  
Donna DiNatale, Connetquot School District, NY  
Timothy Eagan, Wellesley Public Schools, MA  
Roxanne Franquelli-Beras, Valhalla Middle School, NY  
Tori Gilbert, Saint David's School, NY  
Lea Graner Kennedy, Stonington School District, CT  
Valerie Greer, Bay Shore Middle School, NY

Gala Handler, Great Neck Public Schools, NY  
Sam Harb, Lenox Public Schools, MA  
Gisela Hoecherl-Alden, Boston University, MA  
Mary Holmes, New Paltz Central School District, NY  
Erin Kearney, University at Buffalo, NY  
Lori Langer de Ramirez, The Dalton School, NY  
Christina Margiore, Northport High School, NY  
Wendy Mercado, Bay Shore Middle School, NY  
Enrique Montes, Bellmore-Merrick CHSD, NY  
Maria Nebres, The Dalton School, NY  
Amanda Robustelli-Price, Independent Consultant, CT  
Carol Shaw, Brick Township High School, NJ  
Jill Schimmel, New York City DOE, NY  
Vania Sitruk, Horace Greeley High School, NY  
Beth Slocum, Genesee Community College, NY  
JoAnn Thomasson, Hamburg Central School District, NY  
Alexis Thornton, Putnam Valley High School, NY  
Kerri Titone, Northport High School, NY

### 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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# Directory of Exhibitors

## AATF

Booth(s)/Table: 206

302 N. Granite St  
Marion, IL 62959  
<http://frenchteachers.org>

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 to French. We provide services to help members promote French and develop and defend programs at all levels. The AATF publishes the French Review and National Bulletin, sponsors the Grand Concours, French Honor Society, National French Week, holds an annual convention, and produces teaching and promotional materials.

## ABC Languages

Booth(s)/Table: 321

146 W 29th Street Suite 6E  
NY, NY 10001  
<http://www.abclang.com>

Contact: Elizabeth Zackheim  
[info@abclang.com](mailto:info@abclang.com)  
(212) 563-7580

Founded in 1998, ABC Languages is a leader in foreign language education. ABC's has operations in NYC, San Francisco, Westchester, Fairfield, New Jersey and Silicon Valley. ABC offers onsite and offsite programs in 20+ languages for individuals, corporations, schools, government clients and many more. With our international network, we can provide language education solutions on any scale in any location.

## American Association of Teachers of German

Booth(s)/Table: TT16

112 Haddontowne Court #104  
Cherry Hill, NJ 08034  
<http://www.aatg.org>

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

AATG supports the teaching of the German language and German-speaking cultures in elementary, secondary and post-secondary education in the United States. The AATG promotes the study of the German-speaking world in all its linguistic, cultural and ethnic diversity, and endeavors to prepare students as transnational, transcultural learners and active, multilingual participants in a globalized world.

## American Association of Teachers of Spanish and Portuguese

Booth(s)/Table: TT6

900 Ladd Road  
Walled Lake, MI 48390  
<http://aatsp.org>

Contact: Tracy Miller  
[aatspoffice@aatsp.org](mailto:aatspoffice@aatsp.org)  
(248) 960-2180

The AATSP is devoted to the promotion of all Hispanic and Luso-Brazilian languages, literatures, and cultures through an annual conference, academic publications, National Spanish and Portuguese Examinations, student honor societies and professional development activities.

## American Council on the Teaching of Foreign Languages (ACTFL)

Booth(s)/Table: 208

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

Contact: Howie Berman  
[headquarters@actfl.org](mailto:headquarters@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 13,000 language educators and administrators from elementary through graduate education, as well as government and industry.

## Applause Learning Resources

Booth(s)/Table: 114, 116

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

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

Supplementary materials in Italian, Spanish, French, German, Latin. Books, textbooks, dictionaries, readers, DVD's, games, puzzles, maps, posters, stickers and much more.

## AQEFLE

Booth(s)/Table: TT1

1630 des Draveurs  
Levis, Quebec G6Z 2L1  
<http://www.aqefle.com>

Contact: Rejean Chatigny  
[info@aqefle.com](mailto:info@aqefle.com)  
(418) 930-6244

AQEFLE represents 5 universities, 3 colleges and one secondary school specializing in teaching French as a foreign language. AQEFLE member schools offer a variety of programs to meet the needs of any person that wishes to learn French : high school, college or university students. Different options are available: immersion, an entire school year, and programs for the post-secondary clientele.

## Avant Assessment

Booth(s)/Table: 130

2400 Oxford Drive  
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 Assessment is the online leader in language proficiency exams. Its tests measure the progress of students in elementary through college in multiple languages in Reading, Writing, Listening and Speaking. Avant Placement Assessments measure language ability to place students in the appropriate courses. The Avant STAMP 4S proficiency assessment can be used to qualify students for the Seal of Biliteracy.

## BABILONIA - Center for Italian Studies

Booth(s)/Table: 216

via Timoleone, 10  
Taormina, Italy 98039  
<http://www.study-abroad-programs-italy.com/>

Contact: Alessandro Adorno  
[info@babilonia.it](mailto:info@babilonia.it)  
(+39) 0942 23441

BABILONIA - Center for Italian Studies in Taormina, Sicily offers semester, year long, short-term and internship programs for US university students. Courses vary from Italian language to Italian art history, cinema, literature, history, geology, political science and opera music. AP Prep and intensive language programs are offered for high school students. Faculty led programs are customized for university or high school groups.

## Berlitz World Languages Programs

Booth(s)/Table: TT9

7 Roszel Road  
Princeton, NJ 08540  
<http://Berlitz.us>

Contact: Susan Sarappo  
[susan.sarappo@berlitz.us](mailto:susan.sarappo@berlitz.us)  
(609) 664-7173

Customized Berlitz World Language Solutions When you entrust your school's foreign language needs to Berlitz World Language programs, you are investing in a comprehensive, ready-to-use, customized, completely scalable solution. We work with our institutional clients to determine specific needs, budgetary concerns, and time requirements. Your school's solution will be custom-designed for the unique needs you identify. [Berlitz.us](http://Berlitz.us) 609-664-7173

# Directory of Exhibitors

## Bloomsbury

Booth(s)/Table: TT14

1385 Broadway, Fl 5  
New York, NY 10018  
<http://www.bloomsbury.com>

Contact: Jessica Tackett  
[jessica.tackett@bloomsbury.com](mailto:jessica.tackett@bloomsbury.com)  
(646) 248-5671

Bloomsbury's academic division publishes 1,200+ books a year, with a significant presence in the humanities, social sciences and visual arts. Our prestigious portfolio includes Methuen Drama, The Arden Shakespeare and T&T Clark. All new Continuum, Berg and Bristol Classical Press titles are now published under the Bloomsbury name.

## Boomalang

Booth(s)/Table: 121

3817 Richland Ave  
Nashville, TN 37205  
<http://www.boomalang.co>

Contact: Chris Gerding  
[chris.gerding@boomalang.co](mailto:chris.gerding@boomalang.co)  
(336) 817-7709

Have you ever tried providing virtual intercambios to your students? We know it can be complicated. Boomalang is the safe, easy and fun solution for language and culture exchange. We connect your students to screened native Spanish-speaking millennials across Latin America to improve conversational fluency through live, authentic video chat. Usage metrics enable accountability and encourage professors and students.

## Bravo Tours

Booth(s)/Table: 232

3541 SE 4 St  
Homestead, FL 33033  
<http://www.bravotours.com>

Contact: Lou Dinnella  
[lou@bravotours.com](mailto:lou@bravotours.com)  
(800) 272-8674

Bravo Tours specializes in student tours and homestay/study programs to Spain and Latin America for teachers and their students. For over 37 years we have been customizing programs to meet our groups cultural and linguistic needs.

## Breaking the Barrier, Inc.

Booth(s)/Table: 132

63 Shirley Rd.  
Groton, MA 01450  
<http://www.tobreak.com>

Contact: John 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 offers students the fastest path to true language fluency.

## CALPER at Penn State

Booth(s)/Table: TT8

CALPER, Penn State  
305 Sparks Building  
University Park, PA 16802  
<http://calper.la.psu.edu>

Contact: Gabriela Appel  
[gxa9@psu.edu](mailto:gxa9@psu.edu)  
(814) 863-1212

The Center for Advanced Language Proficiency Education and Research (CALPER) at The Pennsylvania State University is one of the national Language Resource Centers. CALPER creates teaching materials, conducts professional development workshops, and develops extensive free online resources in support of language education in the U.S.

## Cambridge University Press

Booth(s)/Table: 325, 327

1 Liberty Plaza  
New York, NY 10006  
<http://www.cambridge.org>

Contact: Dieynaba Sall  
[dsall@cambridge.org](mailto:dsall@cambridge.org)  
(212) 337-6520

Our mission is to unlock people's potential with the best learning and research solutions. Our vision is a world of learning and research inspired by Cambridge, where: We enable people to achieve success by providing the best learning and research solutions; We support customers through continually improved content, experiences and care; We use our profit for purpose, contributing to society.

## CHA Educational Tours

Booth(s)/Table: 126

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 in 1969, CHA is America's most trusted name in educational travel to destinations worldwide. Choose from over 120 pre-designed tours to Europe, the Americas and Asia, or customize your own tour to meet your specific curriculum and budget requirements. Teachers travel free with six students!

## Cheng & Tsui

Booth(s)/Table: 231

25 West Street  
Boston, MA 02111  
<http://chengtsui.co>

Contact: David Dai  
[ddai@cheng-tsui.com](mailto:ddai@cheng-tsui.com)  
(617) 830-5813

Cheng & Tsui, a leading publisher in Asian language and culture textbooks and supplements based in Boston. We pursue our mission of "Bringing Asia to the World"™ by publishing a wide variety of market-leading Chinese, Japanese, Korean, and Arabic resources for the K-12 and higher education markets.

## Chinese in Focus

Booth(s)/Table: 309

87 Kimball Beach Rd  
Hingham, MA 02043  
<http://www.chineseinfocus.org>

Contact: Kathy Swanson  
[yhzheng@chineseinfocus.org](mailto:yhzheng@chineseinfocus.org)  
(781) 956-1747

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.

## CIA - Central Intelligence Agency

Booth(s)/Table: 128

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

Contact: Maria  
[MARIATI0@ucia.gov](mailto:MARIATI0@ucia.gov)  
(703) 374-2063

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).

## CIEE

Booth(s)/Table: 222

300 Fore St.  
Portland, ME 04101  
<https://www.ciee.org/high-school-summer-abroad/>

Contact: Grady Hogan  
[ghogan@ciee.org](mailto:ghogan@ciee.org)  
(207) 274-5745

Through CIEE Global Navigator High School programs, students attain greater language fluency, cultural knowledge, and independence during a pivotal time in their lives. All of our programs are designed intentionally to balance structured classroom instruction, relevant cultural activities and travel opportunities, and authentic engagement with host families, local peers, and communities.

## CLE International

Booth(s)/Table: 316

9 bis rue Abel Hovelacque  
Paris, France 75013  
<http://www.cle-inter.com>

Contact: Marjolaine Bégouin  
[mbegouin@cle-inter.com](mailto:mbegouin@cle-inter.com)  
+33 (0)1 72 36 30 53

CLE international is a worldwide-represented French publishing house specializing in French as a foreign language, as well as the publisher of the French teachers' review "Le français dans le Monde".

# Directory of Exhibitors

## Costa Rica Language School

Booth(s)/Table: 315

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

Contact: Mauro Esquivel  
[mauro@villasriomar.com](mailto:mauro@villasriomar.com)  
(506) 8826-1036

Total package for you immersion program to Costa Rica. We offers all ingredients for your Cultural, Social and Spanish trips. Benefit from our worry-free organization, fun & educative programs, an eco-lodge perfect for student groups organized by CRLS and Villas Rio Mar. All taking place in the stunning nature area of the South Pacific. Come to enjoy the "Pura Vida".

## CT Council of Language Teachers

Booth(s)/Table: TT12

52 Mitchell Drive  
East Hartford, CT 06118  
<http://www.ctcolt.org>

Contact: James Wildman  
[wildmanj@ctcolt.org](mailto:wildmanj@ctcolt.org)  
(860) 652-7200

The Connecticut Council of Language Teachers promotes, advocates for and fosters the teaching and learning of World Languages and Cultures in the State of Connecticut. We support, guide and connect educators, students, policy makers and the public through professional development, scholarship and collaborative initiatives.

## Cultural Connections Group Tours

Booth(s)/Table: 226

39 Saginaw Drive, Suite 24  
Rochester, NY 14623  
<http://www.grouptoursinc.com>

Contact: Rachel Bourn  
[rjbourn@rochester.rr.com](mailto:rjbourn@rochester.rr.com)  
(585) 697-3590

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## DJH Go2City

Booth(s)/Table: 123

934 8th Avenue 2b  
New York, NY 10019  
<http://www.go2city.travel>

Contact: Rainer Perry  
[rainer@go2city.travel](mailto:rainer@go2city.travel)  
(646) 207-6406

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## EF Education

Booth(s)/Table: 331

Two Education Circle  
Cambridge, MA 02141  
<http://www.efours.com>

Contact: Julie Cavanaugh  
[julie.cavanaugh@ef.com](mailto:julie.cavanaugh@ef.com)  
(617) 619-1925

EF Education First provides international experiences that complement school curricula with experiential learning, allowing students to deepen their understanding of the people and places they've read about in the classroom while developing essential 21<sup>st</sup> century skills. With schools and offices in more than 50 countries, the EF family includes educational tours, cultural exchange, language schools and academic programs.

## Embassy of Spain - Education Office

Booth(s)/Table: 225

2375 Pennsylvania Ave.  
Washington, DC 20008  
<http://www.mecd.gob.es/eeuu/>

Contact: María José Sánchez Quirós  
[consejeria.usa@mecd.es](mailto:consejeria.usa@mecd.es)  
(202) 728-2335

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; offers pedagogical and technical support to teachers of Spanish in the U.S.

## EMC School

Booth(s)/Table: 101, 100, 201

875 Montreal Way  
St Paul, MN 55102  
<http://www.emcp.com>

Contact: Laura Getzke  
[lgetzke@emcp.com](mailto:lgetzke@emcp.com)  
(651) 215-7645

EMC is revolutionizing the way students are taught and learn, both in and out of the classroom. Through its innovative learning environment, Passport, EMC delivers digital learning solutions, marrying interactive curriculum with unique video based collaboration and assessment tools to promote student engagement, proficiency and culture in World Languages. EMC — improving how teachers teach and students learn.

## ENFOREX

Booth(s)/Table: 227

Gustavo Fernandez Balbuena 11  
Madrid, Spain 28002  
<http://www.enforex.com>

Contact: Mariana Leon  
[info@enforex.com](mailto:info@enforex.com)  
+34 91 594 3776

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## Explorica, Inc

Booth(s)/Table: 214

145 Tremont St  
Boston, MA 02111  
<http://www.explorica.com>

Contact: Shannon Holmes  
[info@explorica.com](mailto:info@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. Explorica's combination of exclusive online tools and personalized service enables us to create tours uniquely suited to provide both the best value and most customized tours in the industry.

## FLENJ

Booth(s)/Table: TT11

PO Box 385  
Fanwood, NJ 07023  
<http://www.flenj.org>

Contact: Nathan Lutz  
[manager@flenj.org](mailto:manager@flenj.org)  
(315) 436-1056

FLENJ is a non-profit, foreign language organization that represents all world language educators at all levels in New Jersey. FLENJ is a non-profit, foreign language organization that represents all world language educators at all levels in New Jersey. Our mission: FLENJ supports the community of world language professionals by advancing policy and practice.

## Focus, an imprint of Hackett Publishing Company

Booth(s)/Table: 209

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.

# Directory of Exhibitors

## Foreign Language Association of VA

Booth(s)/Table: TT10

Dick Kuettner  
Washington and Lee University  
204 W. Washington Street, VA 24450  
<http://FLAVAWeb.org>  
Contact: Dick Kuettner  
[president@flavaweb.org](mailto:president@flavaweb.org)  
(540) 458-8995

FLAVA is the Foreign Language Association of Virginia, a growing, dynamic organization of professionals in education and business, students, and all those who have a common interest in promoting and utilizing world languages to accomplish their various goals. FLAVA is the oldest organization of its type in the nation.

## Global Language Project

Booth(s)/Table: TT3

PO Box 3851  
New York City, NY 10185  
<http://www.glpny.org>  
Contact: Elisabeth Shovers  
[eshovers@glpny.com](mailto:eshovers@glpny.com)  
(646) 657-8075

Global Language Project offers world class curriculum 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 lessons, supplemental materials, and flashcards. Come by our table to learn more!

## Goethe-Institut New York

Booth(s)/Table: TT17

30 Irving Place  
New York, NY 10003  
<http://www.goethe.de/newyork>  
Contact: Olga Liamkina  
[olga.liamkina@newyork.goethe.org](mailto:olga.liamkina@newyork.goethe.org)  
(212) 439-8700

The Goethe-Institut is the cultural institute of the Federal Republic of Germany with a global reach. Currently there are 159 institutes in 98 countries, 7 of them in the USA. We foster international cultural cooperation and promote knowledge of the German language abroad by offering language courses and supporting teachers and students of German at all levels of instruction.

## Grand Classroom

Booth(s)/Table: 311

P.O. Box 7166  
Charlottesville, VA 22906  
<http://www.GrandClassroom.com>  
Contact: Mary Ann Chapman  
[mail@grandclassroom.com](mailto:mail@grandclassroom.com)  
(434) 975-2629

Grand Classroom is a student travel organization emphasizing outdoor educational experiences in national parks, major US cities, and international destinations.

## Houghton Mifflin Harcourt

Booth(s)/Table: 221

One Pierce Place, Suite 900W  
Itasca, IL 60143  
<http://hnhco.com>  
Contact: Lisa Clisham  
[lisa.clisham@hnhco.com](mailto:lisa.clisham@hnhco.com)  
(800) 225-5425

Houghton Mifflin Harcourt is a global learning company dedicated to changing people's lives by fostering passionate, curious learners. As a leading provider of pre-K-12 education content, services, and cutting-edge technology solutions across a variety of media, HMH enables learning in a changing landscape.

## ILSC Montreal

Booth(s)/Table: 333

410 rue St. Nicolas, Suite 300  
Montreal, Quebec H9G1N3  
<http://www.ilsc.com>  
Contact: Tanja Geurtsen  
[tanja.geurtsen@ilsc.com](mailto:tanja.geurtsen@ilsc.com)  
(514) 876-4572

ILSC, one of Canada's most reputable French+English language schools, is located in the heart of charming Old Montreal in a modern new facility. ILSC teaches a wide range of courses at various levels. Our small classes are taught using a 'student-centered' approach and communicative methods by our highly-qualified instructors. We offer specialty-programs, customized-groups, summer-camps, French teacher training, and volunteer experience.

## ISA High School

Booth(s)/Table: TT2

1112 W Ben White Blvd.  
Austin, TX 78704  
<http://www.studiesabroad.com/hs/>  
Contact: Emily DeFiore  
[edefiore@studiesabroad.com](mailto:edefiore@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 2017 program destinations include: China, Costa Rica, France, Italy, Peru, and Spain.

## JNCL-NCLIS

Booth(s)/Table: TT15

P.O. Box 386  
Garrett Park, MD 20896  
<http://www.languagepolicy.org>  
Contact: Maria Pulcini  
[mpulcini@languagepolicy.org](mailto:mpulcini@languagepolicy.org)  
(202) 580-8684

The Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS) work together to develop national policy priorities for the language profession and advocate for those priorities with the Congress and Executive Branch. JNCL-NCLIS is a coalition of over 120 member organizations encompassing virtually all aspects of the language enterprise.

## Language Testing International, Inc.

Booth(s)/Table: 212

445 Hamilton Ave, STE 1104  
White Plains, NY 10601  
<http://www.languageesting.com>  
Contact: Luisa Martinez  
[support@languageesting.com](mailto:support@languageesting.com)  
(914) 963-7110

Since 1992, Language Testing International (LTI) has been the leader in the development of language proficiency testing for more than 100 languages in over 40 countries. As the exclusive licensee of the American Council on the Teaching of Foreign Languages (ACTFL) we conduct thousands of tests for small businesses to Fortune 500 companies, including both State and Federal government agencies and academic institutions. Our trusted reputation, our accredited language tests are highly recognized within the Human Resources industry and by educational professionals across the world. Our clients include: Brigham Young University, Ohio State University, Defense Language Institute, and the Department of Homeland Security, just to name a few.

## Maryland Association of Foreign Language Teachers

Booth(s)/Table: TT4

23425 Sunrise Ct.  
Lewes, DE 19958  
<http://www.mflamd.org>  
Contact: Deborah Espitia  
[ommunications@mflamd.org](mailto:ommunications@mflamd.org)  
(443) 621-5956

Maryland Foreign Language Association (MFLA) is a professional association of educators dedicated to the promotion of excellence the teaching of world languages.

## MEP Education

Booth(s)/Table: 120, 122

8154 Ridgeway Ave.  
Skokie, IL 60076  
<http://www.mepeducation.net>  
Contact: Daniel Eastman  
[info@mep-inc.net](mailto:info@mep-inc.net)  
(847) 676-1596

Leading distributor of foreign language materials for French, German, Italian, and Spanish for K-12 and universities. We represent in the US such publishers as Hachette, CLE, Didier, Maison des Langues, SGEL, Difusion, Alma, Hueber, Cornelsen, Cideb among others. We offer a complete selection of textbooks, readers, supplementary materials and digital products for the language classroom.

# Directory of Exhibitors

## National Geographic Learning/Cengage Learning

Booth(s)/Table: 317

20 Channel Center Street  
Boston, MA 02210  
<http://ngl.cengage.com>

Contact: Donna Livingstone  
[donna.livingstone@cengage.com](mailto:donna.livingstone@cengage.com)  
(617) 757-8075

National Geographic Learning, a part of Cengage Learning, provides quality PreK-12, Academic, and Adult Education instructional solutions for reading, writing, science, social studies, ESL/ELD, Spanish/Dual language, Advanced & Electives, Career & Technical Education, and Professional Development.

## NYS AFLT

Booth(s)/Table: TT13

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

Contact: Marie Campanaro  
[info@nysaflft.org](mailto:info@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. Stop by our table and learn more about our webinar series, free to all members!

## Organic World Language

Booth(s)/Table: 213

682 Sunrise Avenue  
Medford, OR 97504  
<http://www.owlanguage.com>

Contact: Jaclyn Hathaway-Rubé  
[info@organicworldlanguage.com](mailto:info@organicworldlanguage.com)  
(541) 622-2103

Organic World Language offers interactive and informative workshops for all educators interested in student-centered, proficiency-based instruction. We are a vibrant, active community of educators dedicated to working to establish classroom environments where learners are empowered and engaged. OWL techniques and strategies align with the National and World Readiness Standards, ACTFL Proficiency Guidelines, the Common Core Standards, IB and AP programs.

## Passports Educational Travel

Booth(s)/Table: 305

389 Main Street  
Spencer, MA 01562  
<http://www.passports.com>

Contact: Shawn Bernard  
[Shawn@passports.com](mailto:Shawn@passports.com)  
(508) 885-4600

Passports Educational Group Travel provides travel tours for high school and college students, their teachers, professors and adults. Travel trips are scheduled year-round to Europe, Central America, Africa, Australia and Asia at low guaranteed prices and are normally accompanied by local group organizers, who enjoy special benefits. For immediate assistance please contact us at (800)332-7277.

## Pearson

Booth(s)/Table: 117, 119

1900 E Lake Avenue  
Glenview, IL 60025  
<http://pearson.com>

Contact: Toirey Taylor  
[Toirey.Taylor@pearson.com](mailto:Toirey.Taylor@pearson.com)  
(800) 848-9500

Pearson is the world's learning company. We're inspired by the way education transforms lives. We help K-12 educators create better learning across all disciplines with our products and services. We're dedicated to improving student outcomes and helping learners prepare for college and careers. Because where learning flourishes, so do people.

## Proficiency Press

Booth(s)/Table: 307

18 Lucille Ave.  
Elmont, NY 11003  
<http://www.proficiencypress.com>

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

Proficiency Press offers Teachers' Guides, Student Activity Books, E-chapters and Audio Cassettes for the novice and intermediate levels of Spanish, French, Italian and German. Materials are aligned with the National Standards for World Languages and the Common Core Standards.

## Prométour Educational Tours

Booth(s)/Table: 323

Prometour 2000  
339 St Paul East  
Montreal, Quebec H2Y1H3  
<http://www.prometour.com>

Contact: Antoinette Pinelli  
[info@prometour.com](mailto:info@prometour.com)  
(800) 304-9446

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## PSMLA

Booth(s)/Table: TT13

Kathy Fegely  
102 Misty Lane  
Reading, PA 19606  
<http://www.psmla.net>

Contact: Kathy Fegely  
[secretary@psmla.org](mailto:secretary@psmla.org)  
(610) 987-9390

Pennsylvania State Modern Language Association - information about the organization and the state conference.

## The Pulsera Project

Booth(s)/Table: 124

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

Contact: Jillian Bonner  
[pulseraproject@gmail.com](mailto:pulseraproject@gmail.com)  
(479) 264-9695

The Pulsera Project is a nonprofit organization that educates, empowers, and connects Nicaraguan artists with students in more than 1,300 U.S. schools through the sale of colorful handwoven bracelets. We brighten U.S. schools with art, film, and compelling cultural education while engaging students in international service that is effective, enriching, and fun.

## QTALK

Booth(s)/Table: 229

1 East Broadway  
New York, NY 10038  
<http://www.qtalk.com>

Contact: Maurice Hazan  
[maurice@qtalk.com](mailto:maurice@qtalk.com)  
(314) 556-2323

QTALK Publishing offers a K to 12 series based on a series on interactive visuals. This program is available in 6 languages.

## REAL LANGUAGE right away

Booth(s)/Table: 210

6508 Halsey Dr.  
Woodridge, IL 60517  
<http://www.reallanguagerightaway.com>

Contact: Denise Clivaz  
[info@reallanguagerightaway.com](mailto:info@reallanguagerightaway.com)  
(630) 918-0919

This teacher-created program is a unique communicative approach for beginner language students. Its foundation is a progression of partner conversations which allow students to have a meaningful exchange in the target language right away. Students find it rewarding to be able to use authentic language so quickly! Materials are available in French, Spanish and Mandarin.

## Robotel Inc.

Booth(s)/Table: 224

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

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

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# Directory of Exhibitors

## Rustic Pathways

Booth(s)/Table: 228

15345 Chardon-Windsor Rd  
Huntsburg, OH 44046  
<http://www.rusticpathways.com>

Contact: Gerry Sullivan  
[rustic@rusticpathways.com](mailto:rustic@rusticpathways.com)  
(440) 975-9691

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## SANS Inc. 21<sup>st</sup> Century Technology for Language Learning

Booth(s)/Table: 301

10 White Wood Lane  
North Branford, CT 06471  
<http://www.sansinc.com>

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

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## Sant'Anna Institute

Booth(s)/Table: 230

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

Contact: Cristiana Panicco  
[info@santannainstitute.com](mailto:info@santannainstitute.com)  
(+39) 081.807.5599

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.

## Santillana USA Publishing

Booth(s)/Table: 202, 303

2023 nw 84 ave  
Miami, FL 33122  
<http://www.santillanausa.com>

Contact: Bianca Pintado  
[customerservice@santillanausa.com](mailto:customerservice@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.

## Smithsonian Student Adventures

Booth(s)/Table: 211

PO Box 18636  
Denver, CO 80216  
<http://Smithsonianstudentadventures.com>

Contact: Will Lloyd  
[Will@SmithsonianSA.com](mailto:Will@SmithsonianSA.com)  
(303) 519-6908

SSA is a new and exciting student travel organization that provides enriching international adventures around the world. SSA is operated by Walking Tree Travel, a decade-old travel company that was hand-picked by Smithsonian Institution for its exceptional programming and safety record. SSA programs leverage Smithsonian resources and Walking Tree's experience to form the finest international programs available to high schoolers.

## Southern Oregon University's Summer Language Institute for French and Spanish Language Teachers

Booth(s)/Table: TT7

Southern Oregon University  
1250 Siskiyou Blvd.  
Ashland, OR 97520  
<http://www.sou.edu/summerlanguageinstitute/index.html>

Contact: Joanna Steinman  
[sli@sou.edu](mailto:sli@sou.edu)  
(541) 552-6113

Southern Oregon University's Summer Language Institute is an exciting master's degree program focusing specifically on the needs of middle school, high school, and community college Spanish and French teachers. It offers a unique opportunity to improve language skills and cultural understanding and to learn the most current second language practices and pedagogy. Held in beautiful Guanajuato, Mexico or Angers, France.

## Spain Prep

Booth(s)/Table: 200

158 Wayne St. #324A  
Jersey City, NJ 07302  
<http://www.SpainPrep.com>

Contact: Rafael Velez-Medina  
[rvelez@spainprep.com](mailto:rvelez@spainprep.com)  
(646) 642-6810

Spain prep is an educational tours company that delivers unique opportunities and experiences to both students and teachers of Spanish. Following ACTFL's standards, we design personalized itineraries that will connect your students to local people and customs, while practicing the target language. Additionally, Spain Prep organizes Professional Development teachers trips to Spain, with seminars, workshops and cultural activities.

## Speak Agent

Booth(s)/Table: 110

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

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

Speak Agent helps elementary Spanish educators meet the unique vocabulary needs of their students through customizable games, videos and digital lessons. With Speak Agent, you can have amazing digital materials ready in minutes without any technical know-how. And, your resources will work on any interactive whiteboard, computer or tablet.

## STUDY IN SPAIN

Booth(s)/Table: 223

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

STUDY IN SPAIN features the best higher learning studies, language and culture programs, educational opportunities and services, that promote Spain as a study abroad destination. Coordinated by the Embassy of Spain-Trade Commission in Miami, includes a full calendar of events: presentations, study abroad fairs, conference exhibits, Study in Spain Workshop orientation trips and the Student Ambassadors Program.

## Tandberg Educational/Sanako Language Labs

Booth(s)/Table: 217

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.

## TPRS Books

Booth(s)/Table: 215

8411 Narin Road  
Eagle Mountain, UT 84005  
<http://TPRSbooks.com>

Contact: Mike Coxon  
[info@tprsbooks.com](mailto:info@tprsbooks.com)  
(847) 913-5735

Optimizing the use of Comprehensible Input is the guiding principle of TPRS Books. We are a family owned and operated company, working with some of the most talented language teachers in order to offer classroom materials, workshop trainings, and an annual national conference that emphasizes teaching with Comprehensible Input.

# Directory of Exhibitors

## Travel & Education

Booth(s)/Table: 204

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

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

Travel & Education is a full service study abroad provider with full immersion programs for students and faculty in Spain, Italy and Cuba (touring). Included: Courses and materials, housing, meals, socio-cultural activities, weekend excursions, insurance, phones and much more. 2 Week Faculty Development programs available in Spain every summer. Visit our stand to enter raffle for a chance for scholarship!

## TutorMing

Booth(s)/Table: 233

3945 Freedom Circle, Suite 500  
Santa Clara, CA 95054  
<http://www.tutorming.com>

Contact: Manny Haidous  
[mannyhaidous@tutorming.com](mailto:mannyhaidous@tutorming.com)  
(408) 859-3836

TutorMing is an online service for learning Mandarin Chinese, founded in 2008 to meet the demand of Chinese Language Learners everywhere. We teach live on the internet with personalized lessons provided by our certified Chinese instructors (24/7) allowing students to learn anytime anywhere. Stop by our booth to receive a FREE session and sign up to win a FREE iPad.

## Virginia Beach City Public Schools

Booth(s)/Table: 220

2512 George Mason Drive  
P.O. Box 6038  
Virginia Beach, VA 23456  
<http://www.vbschools.com>

Contact: Anne Glenn-Zeljeznjak  
[vbcpshr@vbschools.com](mailto:vbcpshr@vbschools.com)  
(757) 263-1021

Great support, high achievement and cultural diversity are hallmarks of Virginia Beach City Public Schools. We offer 9 world languages: American Sign Language, Arabic, Chinese (Mandarin), French, German, Latin, Japanese, Russian and Spanish. We also have elementary school partial immersion programs in Spanish and Chinese. Please visit our Web site, [www.vbschools.com](http://www.vbschools.com), or our Facebook page, "Come Teach at VA Beach".

## Vista Higher Learning

Booth(s)/Table: 102, 104, 106, 203, 205, 207

500 Boylston Street  
Suite 620  
Boston, MA 02116  
<http://www.vistahigherlearning.com>

Contact: Isabel Tran  
[itran@vistahigherlearning.com](mailto:itran@vistahigherlearning.com)  
(617) 728-9318

Where will world languages take you? Today's students are preparing for a world where intercultural communication is a necessary part of everyday life. At Vista Higher Learning, we develop innovative digital and print solutions to connect the world through language and culture.

## Voyages Tour Étudiant

Booth(s)/Table: 112

874 Archimede St  
Levis, Quebec G6V 7M5  
<http://www.vte.qc.ca>

Contact: Annie Corbeil  
[anniec@vte.qc.ca](mailto:anniec@vte.qc.ca)  
(418) 830-0070

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.

## Wayside Publishing

Booth(s)/Table: 302, 304, 306

262 US Route 1, Suite 2  
Freeport, ME 04032  
<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.

## World Language Teachers on TpT

Booth(s)/Table: TT5

338 West 47 Street  
Apt 5B  
New York, NY 10036  
<http://worldlanguageontpt.blogspot.com/>

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

We are representing a group of Spanish teachers on [teacherspayteachers.com](http://teacherspayteachers.com). We have free resources from each of our stores, and some activities for your Spanish classroom for sale!

## World of Reading, Ltd.

Booth(s)/Table: 310, 312, 314

P.O. Box 13092  
Atlanta, GA 30324-0092  
<https://www.wor.com>

Contact: Cindy Tracy  
[polyglot@wor.com](mailto:polyglot@wor.com)  
(404) 233-4042

Since 1989, World of Reading, Ltd. has offered the largest variety of Foreign Language and ESL materials - Software, DVDs, CDs, Games and Books - over 100 languages - discounted prices, ages 0-99 - products for learning another language and for learning IN another language. Visit us online at [www.wor.com](http://www.wor.com) - call or email for objective recommendations for YOUR needs.

## Yabla

Booth(s)/Table: 313

505 West 23rd Street  
Suite 2  
New York, NY 10011  
<http://www.yabla.com>

Contact: Hanser Pimentel  
[hanser@yabla.com](mailto:hanser@yabla.com)  
(212) 625-3226

Yabla, considered an online 'listening workbook', offers an immersive approach to language learning through its extensive collection of videos exclusively featuring native speakers. Included are smart subtitle technology, a unique video player designed for learners, and a variety of game activities. Teachers are able to assign videos to students as homework, print worksheets, and track individual student progress.

## Yale University Press

Booth(s)/Table: 108

302 Temple Street  
New Haven, CT 06520  
<http://www.yalebooks.com>

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

Yale University Press is a leader in the field of language studies and education, offering print and online texts and ancillary materials in a variety of world languages.

## Youth for Understanding

Booth(s)/Table: 329

641 S Street, N.W. Suite 200  
Washington, D.C., 20001  
<http://www.yfuusa.org>

Contact: Christina Mazzanti  
[cmazzanti@yfu.org](mailto:cmazzanti@yfu.org)  
(202) 744-5229

Youth For Understanding is a worldwide network delivering opportunities and support for global learning. As one of the world's largest and most respected intercultural exchange programs, YFU has helped more than 260,000 students and host families experience exchange. Whether it's a 2-3 week Classroom Excursion, a summer program or year-long foreign exchange, the cultural and language immersion benefits are profound.

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**1. Essential Core Practices in Language Teaching****9:30 a.m.–4:30 p.m. (6 h.) Sutton South**

Current research in teacher education identifies specific practices novice teachers must use to enable learning. These practices are the basis of new teachers' preparation, and all teachers grow as reflective practitioners by using these practices to make instruction and assessment more effective. Participants explore a set of essential practices based on second-language acquisition theory, research on student learning, and classroom practice. Participants learn how to enact selected practices, analyzing and examining various teaching moves and understanding their relationship to learning goals. Discussion, collaboration, and hands-on examples build understanding of how such practices address challenges and support language learners.

**Organizer/Presenter(s):**

Richard Donato, Ph.D.,  
University of Pittsburgh, Pittsburgh, PA  
Eileen Glisan, Ph.D.,  
Indiana U. of Pennsylvania, Indiana, PA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Strand:** C**Examples in:** Several**Language(s) spoken:** English**2. Integrating the Standards: Curriculum Design Advancing Intercultural Competency and Transfer****9:30 a.m.–4:30 p.m. (6 h.) Sutton North**

How do I design a K-16 curriculum integrating the *World-Readiness Standards* with intercultural competence and transfer as the goal? This workshop aligns Understanding by Design with the World-Readiness Standards (5 Cs). Participants learn how to design enduring understandings and essential questions for intercultural competence and develop performance assessment tasks for transfer. We will develop specific can-do's that align with communities, connections, and comparisons within your assessment tasks. 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:** C**Examples in:** Several**Language(s) spoken:** English**3. World Language Centers for All Ages and Levels****9:30 a.m.–12:30 p.m. (3 h.) Sutton Center**

Do you ever feel like you're being pulled in four different directions in your classroom and can't give individual students enough of your time? Imagine your students immersed in proficiency-based activities while you work in small groups, dedicating time and attention to the unique needs of each student. Come see how elementary and secondary teachers have integrated centers in their proficiency-based world language classes. In this hands-on workshop, experience centers in action and learn how to establish simple routines and low-prep, reusable materials to ensure that centers thrive in your classroom. Collaborate with colleagues in developing your own tiered centers and walk away with a system you can use on Monday.

**Organizer/Presenter(s):**

Heather Sherrow,  
Howard County Public Schools, MD  
Katie Erickson,  
Howard County Public Schools, MD

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Strand:** C**Examples in:** English, Spanish**Language(s) spoken:** English**4. Standards Aligned With Every Aspect of a Course's Curriculum****9:30 a.m.–12:30 p.m. (3 h.) Beekman**

Teachers will learn how to take apart every aspect of a course curriculum and divide it into knowledge, skills, activities, and assessments with the goal of proving a student's competency in each area. Teachers will learn how to align each competency with the national standards so that their curriculum and students' learning are standard-based. Teachers will learn how to create rubrics for each activity category to assess a student's degree of competency. Teachers will learn how to apply this curriculum alignment of each of their courses to any current education initiative.

**Organizer/Presenter(s):**

Janis Hennessey,  
NHAWLT, New Hampshire

**Intended Audience(s):** PreK-12**Keyword:** Curriculum**Strand:** C**Examples in:** French, Spanish**Language(s) spoken:** English**5. The Interpretive Mode and Beyond: Effective Use of Authentic Resources****9:30 a.m.–12:30 p.m. (3 h.) Regent**

This French immersion workshop shows how to make best use of authentic resources and how to render them accessible at all proficiency levels, using principles of standards-based instructional design. Leverage these motivating, high-interest resources for meaningful interaction in the target language. Move beyond the use of purely interpretive tasks to demonstrate student comprehension, and instead engage learners in all three communicative modes with deepened cultural understanding. Experience and learn concrete strategies for enhancing comprehensible input with authentic resources and for maintaining target language use at 90 percent-plus, as well as assessment strategies that mirror instruction.

**Organizer/Presenter(s):**

Charlotte Gifford,  
Greenfield Comm. College, Greenfield, MA

**Intended Audience:** High School & College**Keyword:** Instructional strategies**Strand:** C**Examples in:** French**Language(s) spoken:** French**6. Spoken Word and Performance in the Spanish Classroom****9:30 a.m.–12:30 p.m. (3 h.) Bryant**

Through hands-on activities, this workshop on slam poetry will show how to lead students through the writing process and performance of their own poetry while working in the target language. Participants will create a short piece of poetic writing and will perform it in a slam format as the culmination of the workshop. Through guided activities, attendees will learn about the innovative scope of slam poetry as a tool to improve students' proficiency in the target language; go through the process from creation to performance that their students will experience; and be able to use and adapt to their classes the activities offered in the workshop, and develop the method.

**Organizer/Presenter(s):**

Ines Arribas, Ph.D.,  
Bryn Mawr College, Bryn Mawr, PA

**Intended Audience:** High School & College**Keyword:** Instructional strategies**Strand:** General**Examples in:** Spanish**Language(s) spoken:** Spanish

**7. Students With Disabilities: Aligning Strategies and Modifications With Standards****9:30 a.m.–12:30 p.m. (3 h.) Nassau East**

Are you looking for strategies to help you meet the needs of learners in your classroom while maintaining a standards-based class? Learn useful and practical strategies — aligned to the standards and presented by a multi-certified special education, world language and ESL teacher — to modify instruction and assessments in all three modes of communication. 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, yet is standards-aligned. 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):**

Glennysha Jurado-Moran  
Piscataway Township Schools, NJ

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** D**Examples in:** Spanish, French, Italian**Language(s) spoken:** English**8. Connecting New Literacies Frameworks to World-Readiness Standards****9:30 a.m.–12:30 p.m. (3 h.) Nassau West**

In this workshop participants will be introduced to the notion of “new literacies” development and will explore how traditional literacy development can be connected with new literacies development. In one of the latest ACTFL initiatives, The Language and Literacy Collaboration Center was created to respond to the new literacies development and to support language teachers facing this most current trend. The workshop participants will obtain information on the rationale and the organizational framework for 21st-century literacies, as well as various approaches to connect each of the six new competencies identified in the framework to the World-Readiness Standards with applicable classroom practices.

**Organizer/Presenter(s):**

Dali Tan, Ph.D., No. VA Comm. College

Yu-Lan Lin, Ph.D., CLASS

Lucy Lee, Livingston HS, Livingston, NJ

Carol Chen Lin, Ph.D., Choate Rosemary Hall, CT

Baocai Jia, Cupertino HS, Cupertino, CA

**Intended Audience(s):** PreK-12**Keyword:** Articulation**Strand:** A**Examples in:** Chinese**Language(s) spoken:** Chinese and English

*Thank you  
for silencing  
your cell  
phone and  
devices  
during  
workshops  
and sessions!*

## Eating out?

Meals are not provided with the hotel room rate or conference registration fees. Each day’s schedule has a one-hour break built in mid-day for lunch. (Attendees have asked for a longer break in previous years’ conference evaluations, but an hour really is the most we can take and still fit everything in!)

Being in Manhattan, there are countless options. In the hotel lobby you’ll find Herb N’ Kitchen for a quick coffee or snack. Directly across the street on West 53<sup>rd</sup> is Café 53, a well-stocked buffet/cafeteria-style eatery with something for everyone at reasonable prices. If you walk out the front door, you’ll see the Halal Guys stand on the corner of 53<sup>rd</sup> and 6<sup>th</sup>. There’s also a Starbucks across the street on 6<sup>th</sup> Avenue, Klein and Co. on 6<sup>th</sup> Ave between 55<sup>th</sup> and 56<sup>th</sup>, and a Chipotle at 6<sup>th</sup> Ave. and 56<sup>th</sup>. You might also check with the hotel concierge or your favorite app like Yelp or Open Table to help you find something close by. Bon appétit!

**9. Make Culture Come Alive! From Products to Perspective****1:30–4:30 p.m. (3 h.)**      **Sutton Center**

This session will help you blend cultural awareness into your existing curriculum with engaging demonstrations and activities. We will feature a number of cultural products from around the world and demonstrate how to enrich student vocabulary, language skills and cultural awareness. We will show how to make the connection from cultural products to perspective, opening students' eyes to the differences and similarities in the world today. Examples will be in French and Spanish and participants will receive numerous links to helpful resources that will facilitate your planning.

**Organizer/Presenter(s):**

Ed Weiss,  
Delaware County Interm. Unit, Morton, PA  
Louis Baskinger,  
Herkimer College, Herkimer, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Culture/Literature**Strand:** C**Examples in:** French, Spanish**Language(s) spoken:** English**10. A Recipe for Rigor in World Languages****1:30–4:30 p.m. (3 h.)**      **Beekman**

What does rigor look like in the world language classroom? Participants in this workshop 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:** C**Examples in:** Multiple**Language(s) spoken:** English**11. Wake Up and Wow Your World Language Class****1:30–4:30 p.m. (3 h.)**      **Regent**

Get your students enthusiastically participating every day with technology, cooperative activities and games! They will be wowed by these fun activities that will foster all skills, as well as meet national standards. Participants will learn about free apps, websites, games and activities that will enhance their lessons and engage students. Teachers must bring a device (laptop, tablet, smartphone) in order to get the full experience. All ideas presented may be implemented with any language or level. This workshop will be hands-on — be prepared to practice all of the activities presented so that you can use them as soon as you return to your classroom!

**Organizer/Presenter(s):**

Wendy Mercado,  
Bay Shore Middle School, Bay Shore, NY  
Valérie Greer,  
Bay Shore Middle School, Bay Shore, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** General**Examples in:** Spanish, French**Language(s) spoken:** English**12. Authentic Hands-On Cultural Activities: Make-and-Take Spanish****1:30–4:30 p.m. (3 h.)**      **Bryant**

This workshop presents four hands-on, make-and-take activities from Puerto Rico, Colombia, Peru and Guatemala. Encompassing all 5 C's, these activities present clear content of world language learning. The workshop will connect to the core of standards-based instruction in the world language classroom. Content studied and pre/post activities will be clearly explained. Participants create a step-by-step process, walking away with four great, authentic crafts to enhance a thematic unit/cultural aspect of a country. Cultural images, children's literature and history will be presented. Benefits to participants will be connection to authentic crafts, demonstration of the 5 C's, as well as additional class activities accompanying the make-and-take.

**Organizer/Presenter(s):**

Cheryl Berman,  
Newington Public School, Newington, NH

**Intended Audience(s):** PreK-8**Keyword:** Curriculum**Strand:** C**Examples in:** Spanish**Language(s) spoken:** Spanish and English**13. Kurzfilme im Deutschunterricht: Einsatz und Didaktisierung****1:30–4:30 p.m. (3 h.)**      **Nassau East**

In diesem Workshop werden Ideen zu einigen kurzen Filmen vorgestellt und wie diese Filme gezielt und effektiv im Deutschunterricht integriert werden können. Die Teilnehmer bekommen sofort einsetzbare Materialien und Anregungen zur Didaktisierung und zum weiteren Engagement mit Kurzfilmen.

**Organizer/Presenter(s):**

Mohamed Esa, Ph.D.,  
McDaniel College, Westminster, MD  
Ingrid Zeller,  
Northwestern University, Evanston, IL

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Strand:** General**Examples in:** German**Language(s) spoken:** German**14. Language Through Art? Gaining Linguistic Fluency Through Visual Literacy****1:30–4:30 p.m. (3 h.)**      **Nassau W. & MoMA**

As they discover how to integrate the products, practices and perspectives of target language culture into the world language curriculum, workshop participants will study works of art at MoMA. They will develop instructional strategies for using art to develop their students' interpretive, interpersonal, and presentational language skills and intercultural competence. Successful sample lessons will guide the K-16+ participants in creating their own lessons to share with the group and to use in instruction.

**Organizer/Presenter(s):**

Kathy Fegely,  
Antietam Middle/Senior HS, Reading, PA  
Gisela Hoecherl-Alden, Ph.D.,  
Boston University, Boston, MA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Culture/Literature**Strand:** General**Examples in:** German, English**Language(s) spoken:** English**15. State Leaders Meeting****Session:**      **New York Suite (4th Fl.)**

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

**16. NECTFL Board of Directors Meeting****Session:**      **Lincoln (4th Fl.)**

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

**100. Opening Plenary Session****Sutton Ballroom**

All attendees are welcome and encouraged to join us in our opening session — your conference “home base” — where we will introduce the conference theme and strands, welcome special guests, introduce our TOY nominees and explain opportunities to interact virtually during the conference. This year, we will also have the privilege of a special performance presented by Dr. Angèle Kingué, also a dancer, who was selected “Best of NECTFL” at our 2016 conference.

Please join us!

**\*Venus of Khala-Kanti\***

NECTFL presents a choreographed performance of the novel *\*Venus of Khala-Kanti\** by Angèle Kingué, professor of French and francophone studies at Bucknell University. This choreo-novel brings to life authentic cross-cultural text through dramatic reading, dance and drums that will engage and excite all participants. The performance reminds the audience that language is whole, and as such, engages the whole person and becomes a pathway to immersing oneself into another culture. It is the embodiment of what the 5 C’s seek to achieve. Performing excerpts of an authentic text allows language learners to connect with a larger community beyond their classroom. Participants experience text that comes to life in front of their eyes, engaging all of the senses adding depth to any discussion of the text, the performance and the various reactions to it. In this multidisciplinary context, auditory, visual, and tactile senses are fully engaged.

The performance is the product of collaboration between Bucknell University and the school of Theatre and Dance and the College of Health and Human Development at Penn State University. The show has already been performed in State College, Lewisburg and Dakar, West Africa, respectively, and it will be presented in a longer version in Tours, France in October 2017.

The performance will take us into the heart of the novel *\*Venus of Khala-Kanti\**, a tale of life-altering loss and mystical recovery. Set in an imaginary West African village that becomes a charming cul-de-sac, the unintended consequence of a national roadwork project gone awry, the story follows characters drawn with humor, irony, and empathy. The heart of the story beats with the laughter and tears of three women. Having faced incredible hardship, they come together to build their lives anew, armed with the age-old spirit of human resilience, understanding, and tenderness.

Dr. Kikora Franklin, associate professor of dance at Penn State is the choreographer and Dr. Rhonda Belue, associate professor of health policy and administration, and a also dancer, was instrumental in first developing the concept.

Please join us in the exhibit hall  
immediately following the  
opening session for our  
grand opening and coffee break!

**101. Meeting Professional Standards Through High-Leverage Teaching Practices****Session: 1** **Sutton South**

Have you wondered why everyone is talking about high-leverage teaching practices? What are they and how can they be useful to you as either a beginning or experienced foreign language teacher? Come to this session and be introduced to the concept of high-leverage teaching practices (HLTPs). You will have an opportunity to deconstruct and enact one HLTP and explore a way to assess your performance through an HLTP rubric. Participants will acquire an understanding of how HLTPs can improve teaching, teacher preparation and student learning, and will work toward attaining professional teaching standards. No background knowledge of HLTPs is necessary to benefit from this session.

**Organizer/Presenter(s):**Eileen Glisan, Ph.D.,  
Indiana University of PA, Indiana, PARichard Donato, Ph.D.,  
University of Pittsburgh, Pittsburgh, PA**Intended Audience(s):** PreK-16+ (all)**Keyword:** Professional development**Strand:** E**Examples in:** Spanish, French**Language(s) spoken:** English**102. Using French Television News to Develop and Assess Cultural Proficiency****Session: 1** **Sutton North**

This co-presentation explores ways to develop students' awareness of how culture may shape not only which current events appear in news media, but also the manner of their presentation. By viewing and analyzing television news in French, sometimes comparing it to U.S. news coverage, the co-presenters will show how they invite their students to think critically about — and comment on — specific ways in which cultural perspectives and cultural practices may develop or divert streams of information intended for literate target-culture audiences. This teaching practice supports multiple parts of the world readiness standards, particularly culture, comparison, and communication.

**Organizer/Presenter(s):**Tom Conner, Ph.D.,  
St. Norbert College, De Pere, WIRobert Daniel,  
Saint Joseph's University, Philadelphia, PA**Intended Audience(s):** Four-year  
College/University**Keyword:** Instructional strategies**Strand:** C**Examples in:** French**Language(s) spoken:** English**103. Developing Communicative Competence and Cross-Cultural Understanding Using News Content****Session: 1** **Sutton Center**

This session shows how the use of authentic cultural products (broadcast news reports, newspaper articles), supported by LMS tools, promotes cross-cultural literacy in the conversation classroom. This approach develops multi-mode communication, stimulates critical-comparative thinking and develops insights into the target culture. First, I evoke my pedagogical framework based on world readiness standards and backward design principles, then offer specific examples: media-based lessons, assignments, group projects, student products. Finally, I cite student feedback to suggest how this approach helps them develop global citizenship skills (language competence, increased understanding of real-world issues and cultural-critical awareness).

**Organizer/Presenter(s):**Chantal Philippon-Daniel,  
University of PA, Philadelphia**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Strand:** C**Examples in:** French**Language(s) spoken:** English**104. A Week in the Life: 90% TL From Day 1****Session: 1** **Beekman**

ACTFL states that teachers should use the target language 90 percent of the time during instruction. The presenter will demonstrate strategies that he uses from the first day of class to meet this goal. Participants will take the role of students during the demonstration; explanations will be given in English. Participants will leave with lesson ideas and techniques that engage and motivate students while maintaining a target language environment.

**Organizer/Presenter(s):**Michael Kowalczyk,  
Bishop George Ahr High School, Edison, NJ**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** General**Examples in:** Italian**Language(s) spoken:** English**105. Standards-Aligned Instruction and Assessment of Presentational Speaking in AP****Session: 1** **Regent**

What are the connections between the ACTFL performance descriptors and the AP world languages and cultures' free-response scoring guidelines for presentational speaking? How do they complement each other? How might teachers address them through activities that can be adapted and incorporated at all levels of instruction, leading to and including the AP level?

**Organizer/Presenter(s):**Brian Kennelly, Ph.D.,  
California Polytechnic State University, San  
Luis Obispo, CA**Intended Audience(s):** High School**Keyword:** Assessment**Strand:** D**Examples in:** Several**Language(s) spoken:** English**106. EXHIBITOR SESSION: Sinolingua Chinese Curriculum****Session: 1** **Bryant**

This will be a presentation on 3 different curriculum from Sinolingua, founded in 1986 as the first publisher in China specializing in Chinese-language teaching and learning materials for worldwide distribution: Chinese for Elementary School (12 books in 6 levels for elementary school students K-5), Voyages for Middle School (3 levels for 6-8) and Feiyue for High School (9-12). We will discuss the scope and sequence of the texts, their features and correlations for communication, cultural perspective, practices and products, and connections, comparisons and communities. The presentation will be in English, so knowledge of Chinese is not required for supervisors or department heads.

**Organizer/Presenter(s):**Cindy Tracy,  
World of Reading, Ltd.**Intended Audience(s):** PreK-12**Keyword:** Curriculum**Strand:** Exhibitor Session**Examples in:** Chinese**Language(s) spoken:** English

**107. Using STEM Themes in the German Classroom****Session: 1** Nassau East

Venture beyond your comfort zone: You have probably heard that STEM themes can be used in the classroom, but you do not know how to go about it. Perhaps you feel that you do not have enough competence in STEM themes to include them in your teaching practice, especially in German. Learn how you can reach students whose primary interest is in math and science, recognizing that it is possible to do this from the beginning level on. Explore what materials are available to and look at some examples of how STEM material can be used in the classroom.

**Organizer/Presenter(s):**

Colette van Kerckvoorde, Ph.D.,  
Bard College at Simon's Rock,  
Great Barrington, MA

**Intended Audience(s):** High School & College**Keyword:** Curriculum**Strand:** A**Examples in:** German**Language(s) spoken:** English**108. Submit a Successful Application to Sociedad Honoraria Hispánica Awards/Scholarships****Session: 1** Nassau West

The Sociedad Honoraria Hispánica offers multiple scholarships and awards every year, including the Bertie Green Junior Travel Award and the Joseph Adams Senior Scholarship. Many students do not submit applications for the different SHH scholarships and awards because they do not know how to go about preparing them. Claudia Decker, Regional 1 Director, will provide insight into how to submit a strong application. By the end of the presentation, SHH chapter sponsors will have a better understanding of how to guide student applicants in preparing a competitive application.

**Organizer/Presenter(s):**

Claudia Decker,  
Nashua High North, Nashua, NH

**Intended Audience(s):** High School & College**Keyword:** Materials**Strand:** General**Examples in:** Spanish**Language(s) spoken:** English**109. Mead Collaborative****Session: 1&2** Murray Hill East

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):**

Nathan Lutz,  
Kent Place School, Summit, NJ

**110. Videoconferencing in the FL Classroom: Linguistic and Cultural Learning Guaranteed****Session: 1** Murray Hill West

Interactive native-speaker exchanges may increase learners' self-confidence and aural comprehension in the target language. Proponents of video conferencing tools argue that oral skills, cultural sensitivity and global competence are enhanced by these conversations. This session will discuss the use of interactive exchanges, integral to three language course syllabi (French at Tulane University and at the College of Saint Benedict/Saint John's University; Spanish at Boston College), and assess their possibilities and challenges. We will demonstrate that innovative use of technology facilitates exchanges with native speakers mimics the immersion experience and complements the communicative classroom, while improving cultural competence.

**Organizer/Presenter(s):**

Ana Conboy, Ph.D.,  
College of Saint Benedict/Saint John's  
University, St Joseph, MN

Alexandra Reuber, Ph.D.,  
Tulane University, New Orleans, LA

Esther Gimeno Ugalde, Ph.D.,  
Boston College, Chestnut Hill, MA

**Intended Audience(s):** Four-year  
College/University**Keyword:** Technology**Strand:** F**Examples in:** French, Spanish**Language(s) spoken:** English**111. Teaching World Languages With Technology****Session: 1** Gramercy East

This hands-on workshop will explore practical ways to use technology to enhance instruction through the 5 C's framework (communication, creativity, culture, community, and critical thinking), with specific attention to listening, speaking and writing skills. The workshop will explore effective techniques and thoughtful plans for using web-based resources, mobile devices, apps, and social media to help students practice and improve their speaking, listening and writing skills, as well as to connect them with others from around the world.

**Organizer/Presenter(s):**

Mimi Melkonian,  
Brunswick School, Greenwich, CT

**Intended Audience(s):** High School**Keyword:** Technology**Strand:** F**Examples in:** Arabic, French**Language(s) spoken:** English**112. Best of NJ: Chit Chat — Building a Strong Interpersonal Foundation****Session: 1** Gramercy West

Do you want to get your students talking and engaged in meaningful dialogue? Do you want to be able to scaffold to improve proficiency? Come learn how to use the standards to lay the groundwork for a strong interpersonal foundation. Learn activities that provide various ways for students to practice at each proficiency level while addressing the various learning styles and meeting the needs of all learners. Learn how to not only design an effective interpersonal prompt, but also to design some that you can use immediately.

**Organizer/Presenter(s):**

Glennysha Jurado-Moran,  
Piscataway Twp. Schools, Piscataway, NJ  
Sylvia Guensch,  
Piscataway High School, Piscataway, NJ

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** C**Examples in:** Spanish, French**Language(s) spoken:** English

**113. The Metamorphosis of Language Teaching: From Accuracy to Existentialism****Session: 1** **Gibson**

This workshop will address the changing nature of language teaching in terms of content and standards-based instruction. When I first began teaching, second language acquisition generally focused on grammar, vocabulary, culture and ways in which to teach these elements in an intelligent and engaging way. Today, language teachers must go beyond the concrete to connect content to societal or global issues. Therefore, descriptive adjectives now become a catalyst for discussions on self-esteem and gender equality. The meta-cognitive turn in language teaching is, at best, enriching for the upper levels and daunting for the beginner levels. We will analyze the philosophy behind the term 21<sup>st</sup>-century citizenship, understand how to reshape our curriculum to align to these standards and look at student examples in French and Spanish which highlight these new teaching practices.

**Organizer/Presenter(s):**

Vania Sitruk,  
Horace Greeley HS, Chappaqua, NY

**Intended Audience(s):** High School**Keyword:** Instructional strategies**Strand:** C**Examples in:** French, Spanish**Language(s) spoken:** English**114. EXHIBITOR SESSION: ACTFL Assessments Overview****Session: 1** **Clinton**

Presenting the full spectrum of ACTFL assessments, exclusively from LTI, K-12 through postgraduate. Four-skills testing from AAPPL to the OPI, and more. From students to teacher candidates. Placement, baseline setting, progress measurement, credit granting, admissions, entrance, teacher credentialing, and more. See for yourself; bring your questions!

**Organizer/Presenter(s):**

Kym Derriman,  
Language Testing International

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Assessment**Strand:** Exhibitor Session**Examples in:** English**Language(s) spoken:** English**115. EXHIBITOR SESSION: Strengthen Your Lessons With the Latest Standards-Based Activities****Session: 1** **Madison**

Engage your students in communicative activities and assessments by employing IPAs, read-to-write tasks and interactive activities based on cultural concepts, products and perspectives. Materials will be distributed for you to use immediately with your classes. Together, we will create some interpretive mode activities for you to use in class with your students. Bring an authentic document or your tablet to use in this workshop.

**Organizer/Presenter(s):**

Pat Lennon, Rosemary Haigh, and Doug Moore  
Proficiency Press

**Intended Audience(s):** Secondary (6-12)**Keyword:** Materials**Strand:** Exhibitor Session**Examples in:** Spanish, French, Italian, German**Language(s) spoken:** English**115b. Teacher as a Reflective Practitioner****Session: 1** **New York Suite 4th Floor**

Reflection is an incredibly powerful tool for teacher growth. When teachers in a training program are given the time to step back and reflect on the application of new knowledge and their individualized craft they are better able to internalize new teaching and grow. Past Global Language Project teacher training programs have provided participants with a mix of reflective practices ranging from answering daily reflection questions to creating a personalized observation rubric that was used during peer and micro-teaching components of the program. This presentation will review and share examples of reflective practices from GLP's teacher training programs, as well as give participants the opportunity to begin creating an outline for how to bring reflection into their teacher training programs.

**Organizer/Presenter(s):**

Elisabeth Shovers,  
Global Language Project, New York, NY  
Rosanne Zeppieri,  
Plainsboro RSD, retired, Plainsboro, NJ

**Intended Audience(s):** Adult/Professional**Keyword:** Professional development**Strand:** E**Examples in:** English**Language(s) spoken:** English**Session 2****116. Portfolios as Evidence of Professional Development for International Bilingual Coordinators****Session: 2** **Sutton South**

This session will focus on evidence-based portfolios as anchors for research-based practices and critical reflection, and as springboards for professional leadership development during an international program for 20 bilingual coordinators from Madrid, Spain. Presenters will discuss targeted portfolio components that capture evidence of their experiential learning, application of new knowledge, and alignment of ACTFL and CEFR standards. Attendees will examine portfolio contents focused on standards-based unit and lesson plans, assessment tools for diverse learners, evaluation of authentic resources and materials, classroom inquiry, programmatic action plans, and the role that critical reflection plays in teacher leadership development.

**Organizer/Presenter(s):**

Rebecca Fox, Ph.D.,  
George Mason University, Fairfax, VA  
Maria Katradis, Ph.D.,  
George Mason University, Fairfax, VA  
Kelley Webb,  
George Mason University, Fairfax, VA

**Intended Audience(s):** Adult/Professional**Keyword:** Professional development**Strand:** E**Examples in:** English**Language(s) spoken:** English**117. Bringing Proficiency Into the Classroom****Session: 2** **Sutton North**

Proficiency is the lever creating change in classroom instruction and assessment. Learn to guide learners by focusing on communication strategies needed to reach the next level, using proficiency guidelines and "Can-Do" statements. Explore core practices that build proficiency and literacy.

**Organizer/Presenter(s):**

Marty Abbott,  
ACTFL, Alexandria, VA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Strand:** C**Examples in:** Various**Language(s) spoken:** English

**118. EXHIBITOR SESSION: Scenario-Based Learning: Why, What, and How?****Session: 2****Sutton Center**

This session presents a model of scenario-based learning for French teaching. Explore classroom activities and projects that build up your students' level of language learning confidence. Discover ways to get your students involved in the language both in and out of the classroom. This session demonstrates how to redesign a language curriculum around task-based scenarios, using all culturally authentic resources, in order to better support linguistic and cultural proficiency.

**Organizer/Presenter(s):**

Jean-Luc Wollensack,  
CLE International, Paris, France

**Intended Audience(s):** High School**Keyword:** Materials**Strand:** Exhibitor Session**Examples in:** French**Language(s) spoken:** French**119. Edit the Task, Not the "Text"****Session: 2****Beekman**

Working with culturally authentic texts (visual, aural, written) from the very beginning of FL learning enables students to develop essential reading strategies. Unfortunately, many textbooks still use texts that have been constructed to feature grammatical issues and introduce particular vocabulary, thus making it hard to empower students to work with authentic texts using a thought-through, task-oriented approach. This presentation will show how a culturally authentic text can be used at levels A1 through B2 by adjusting classroom tasks appropriately to promote literacy. Participants will receive hands-on materials for classroom use and a blueprint to develop their own teaching units and help reduce class preparation time.

**Organizer/Presenter(s):**

Jutta Schmiers-Heller,  
Columbia University, New York, NY  
Simona Vaidean,  
Columbia University, New York, NY  
Foteini Samartzi,  
Columbia University, New York, NY

**Intended Audience(s):** Four-year College/University**Keyword:** Instructional strategies**Strand:** General**Examples in:** German**Language(s) spoken:** German**120. Covering All the Bases: Using Online Portfolios to Assess Language Acquisition****Session: 2****Regent**

This session demonstrates how Google Pages can be incorporated into Spanish class as a way to assess overall understanding and acquisition of grammar and communicative ability. Student work shows an intermediate level of mastery of grammar, vocabulary and texts while incorporating the ACTFL standards for world readiness and 5C goal areas. An alternative to traditional assessment is offered to those who wish to provide their students with a 21st-century approach to language use, comprehension and acquisition. Participants will be able to view exactly how using a web-based portfolio gives teachers and students more comprehensive and relevant means by which to communicate knowledge delivered, and improves student mastery of that knowledge.

**Organizer/Presenter(s):**

Samantha Christopher,  
Brooke Point High School, Stafford, VA

**Intended Audience(s):** High School & College**Keyword:** Assessment**Strand:** D**Examples in:** Spanish**Language(s) spoken:** English**121. EXHIBITOR SESSION: Engaging Students Through Authentic Text****Session: 2****Bryant**

Authentic texts are defined as texts written by and for native speakers. How can language teachers use authentic texts with students of all proficiency levels? What types of scaffolding are needed so that students can successfully interact with authentic texts? These questions and others will be addressed during this session.

**Organizer/Presenter(s):**

Cheri Quinlan,  
Vista Higher Learning

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** Exhibitor Session**Examples in:** Spanish**Language(s) spoken:** English**122. Research-Based Core Practices in Intercultural Teaching****Session: 2****Nassau East**

Intercultural competence is a widely embraced goal for world languages education, yet there is little concrete guidance for educators about how to cultivate it in learners. A core practices approach and research emerging from this line of inquiry begins to clarify what meaningful development of intercultural competence looks like in a range of classrooms. In this session, the presenter will briefly summarize her research on core practices in intercultural learning. She will then propose a set of core practices in intercultural learning based on this research and show video examples of the practices in action. The audience will be invited to analyze these clips and to discuss and plan for core practices in intercultural learning.

**Organizer/Presenter(s):**

Erin Kearney, Ph.D.,  
University at Buffalo, Buffalo, NY

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Culture/Literature**Strand:** B**Examples in:** French, Spanish, Korean, Mandarin**Language(s) spoken:** English**123. Culturally Significant Food-Based Lessons****Session: 2****Nassau West**

Come and learn about how to combine traditional foods of the cultures that speak your language, farm-to-school ideas, grammatical concepts, and nutritional education with your regular curriculum. Learning how to make crepes, tajine, salsa, or Black Forest cake can be an experience where students learn kitchen skills, etiquette, culture, grammar, vocabulary, healthy habits, and group dynamics. Don't "have a party" — teach the language through the food! I will show you some of the ways in which I have integrated food education into my curriculum and help you find ways to do the same, and how to adapt those ideas to different classroom constraints.

**Organizer/Presenter(s):**

Michelle Emery,  
Burr and Burton Academy, Manchester, VT

**Intended Audience(s):** High School**Keyword:** Instructional strategies**Strand:** General**Examples in:** French**Language(s) spoken:** English

**124. Google Classroom for the World Language Teacher****Session: 2** Murray Hill West

Is your school going Google? Are looking to ramp up your students' language production? Are you curious how Google Classroom can help you teach more efficiently and develop students' language skills? Come explore the basics of Google Classroom, AP and pre-AP lesson design, and student work collection (audio, writing, and more). Participants will leave with lessons that incorporate the three modes of communication (interpretive, interpersonal, and presentational) that can be easily be tailored to your own classroom.

**Organizer/Presenter(s):**

William Frank,  
Pinkerton Academy, Derry, NH

**Intended Audience(s):** High School**Keyword:** Technology**Strand:** F**Examples in:** Spanish**Language(s) spoken:** English**125. ¡HOLA MUNDO! Simple Ways to Connect Beyond the Classroom****Session: 2** Gramercy East

Have you dreamed of connecting your students with the outside world? Are time differences putting up roadblocks? Join this session to explore how creation apps and Google Drive can open the doors not only to speaking with others, but also to collaborating on projects of common interest. Create a digital bulletin board where you can post answers to different questions. Write a book about favorite activities around the globe. Create a movie on a specific topic from different points of view. The possibilities are endless. Learn what apps to use, how to share, and how to connect and get started. These are simple enough to use in the early language classroom and applicable to all languages.

**Organizer/Presenter(s):**

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

**Intended Audience(s):** PreK-8**Keyword:** Technology**Strand:** F**Examples in:** Spanish**Language(s) spoken:** English**126. Best of PA: Achieving Proficiency Through the Three Modes of Communication****Session: 2** Gramercy West

Focusing on developing formative assessments and activities, the presenters will provide a framework for working with the three modes of communication — interpretive, interpersonal, and presentational — throughout the course of a unit and on a day-to-day basis. Each mode of communication will be dissected individually and as part of a whole. Examples and techniques on how to scaffold and use these across levels will be shared.

**Organizer/Presenter(s):**

David Brightbill,  
Wm. Penn Charter School, Philadelphia, PA  
Sarah Aguilar-Francis,  
Wm. Penn Charter School, Philadelphia, PA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Strand:** C**Examples in:** Spanish, English**Language(s) spoken:** English**127. Strengthening Global Competence in the Chinese Classroom****Session: 2** Gibson

The session will articulate a framework for developing, teaching, and evaluating global competence in Chinese-language classes. Participants will explore curriculum design to extend learning experiences beyond the classroom. They will examine tools and resources to integrate global issues, 21<sup>st</sup>-century learning, and students' linguistic skills. Presenters will illustrate lesson plans, units, and teaching scenarios so that participants have the opportunity to critique them and formulate a way to develop the same type of materials for their own classrooms.

**Organizer/Presenter(s):**

Janice Dowd,  
Glastonbury Public Schools, CT  
Lucy Lee,  
Livingston High School, Livingston, NJ  
Carol Chen-Lin, Ph.D.  
Choate Rosemary Hall, Wallingford, CT

**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Strand:** C**Examples in:** Chinese**Language(s) spoken:** English and Chinese**128. New Classroom Resources From the National Foreign Language Center****Session: 2** Clinton

The National Foreign Language Center has produced over 12,000 learning and assessment objects in over 80 languages and dialects. The NFLC created a web-based portal to house this material and to make it available to the public. Additionally, the NFLC administers STARTALK, which sponsors grants to create quality resources supporting world language teachers. These free STARTALK resources fulfill critical needs in the world language community. This presentation will illustrate the nature and variety of the materials available via NFLC's web-based portal and the STARTALK website. This session will offer hands-on interaction with the resources, and strategies for implementing the resources in the classroom.

**Organizer/Presenter(s):**

Natalie Corbin,  
National Foreign Language Center at  
University of Maryland, College Park, MD  
Nicole Rumeau,  
National Foreign Language Center at  
University of Maryland, College Park, MD

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Materials**Strand:** General**Examples in:** English**Language(s) spoken:** English**129. EXHIBITOR SESSION: Using Authentic Spanish Resources With All Students****Session: 2** Madison

Finding authentic resources can be a challenge to any Spanish teacher. Making those authentic resources accessible to all students in any level of Spanish is an even greater challenge. This session will demonstrate how to utilize authentic videos, audio, and print resources with different levels of Spanish students. Participants will discuss how to make them work with a full spectrum of students — from struggling learners to heritage Spanish speakers. Teachers will leave with some specific resources to use and many strategies to employ with every level and type of student.

**Organizer/Presenter(s):**

Rich Sayers,  
Pearson

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** Exhibitor Session**Examples in:** Spanish**Language(s) spoken:** English

**129b. MovieTalk Lessons and Strategies for Acquisition****Session: 2**      **New York Suite 4th Floor**

MovieTalk is a great way to present students with a broad range of vocabulary and grammar in an engaging manner. It is a very direct way to provide comprehensible input because students are seeing images and experiencing a story. MovieTalk is a technique for language learning developed by Dr. Ashley Hastings as part of the FOCAL skills program used to teach ESL at the university level. Using popular YouTube videos, teachers at all levels of instruction will learn creative ways to engage their world language students in compelling and comprehensible target language discussions at any level. It is an excellent way to provide differentiated instruction, because student will pick up on whatever they are able to based on their current level of language ability. Beginning students will pick up a few words, since most words will be new to them, and advanced students will pick up on the few new words to them and will notice various linguistic features.

**Organizer/Presenter(s):**

Von Ray, Mike Coxon, & Eric Herman,  
TPRS Books

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** Exhibitor Session**Examples in:** French, German**Language(s) spoken:** English, Spanish**Session 3****130. The Impact of Standards on Teacher Effectiveness and Student Outcomes****Session: 3**      **Sutton South**

Skilled educators — teachers and administrators — are the most essential resources for improving student learning. Teacher effectiveness and positive student outcomes necessitate the development of an established system of professional learning, an important factor in improving capabilities of educators so that all students learn and succeed. Professional learning standards are the foundation of quality professional learning, recognizing essential elements of quality professional learning that intersect specific content knowledge, instructional skills and temperaments. This presentation discusses professional learning standards that should be central to strengthening teacher education and professional growth.

**Organizer/Presenter(s):**

Anjel Tozcu, Ph.D.,  
Defense Language Institute Foreign  
Language Center, Monterey, CA

**Intended Audience(s):** High School & College**Keyword:** Professional development**Strand:** E**Examples in:** English**Language(s) spoken:** English**132. Look What You've Done! The NCSSFL-ACTFL Can-Do Statements****Session: 3**      **Sutton Center**

The presenter will tie the NCSSFL-ACTFL "Can-Do" statements to actual classroom assignments to show how they can be used to help students improve their performance and achievement. Actual materials from the classroom will be used to demonstrate ways in which creativity and pushing the envelope can foster increased proficiency. A variety of teaching techniques will be investigated to see how the "Can-Do" statements can be used at all levels of language learning, from middle school through university, to stimulate student involvement and interest while increasing performance ability. Participants will work together to create activities for their own classes incorporating the "Can-Do" statements into the planning and assessment of lessons.

**Organizer/Presenter(s):**

Madeline Turan,  
Stony Brook University, Stony Brook, NY

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Strand:** C**Examples in:** English, French**Language(s) spoken:** English**133. When the Flip Class Changes the Curriculum of the Program****Session: 3**      **Beekman**

Students in a language class must play an active role in their own learning, mastering concepts at their own pace while embracing their own individual learning styles. This presentation shows the changes in the curriculum of a language program after the trial and successful implementation of the flip lecture model. It also describes the redesigning of the courses' structure at the elementary and intermediate level after implementing a backward course design. It moves from understanding what you want your students to know, to how you are going to assess whether they know that, to what you need to teach them.

**Organizer/Presenter(s):**

Michela Baraldi,  
Cornell University, Ithaca, NY

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Strand:** General**Examples in:** English, Italian**Language(s) spoken:** English**131. Spiel mir ein Märchen: German Fairy Tale Games****Session: 3**      **Sutton North**

Have you thought about how much fun it would be to play games with your students using fairy tales? Come to this session and learn how to incorporate fairy tale games into your language instruction. Shown will be a variety of creative games, which can be used to teach *Märchen* at various levels. Through games, students will learn to experience the content of fairy tales. They will learn how to better interpret and appreciate German fairy tales.

**Organizer/Presenter(s):**

Mohamed Esa, Ph.D.,  
McDaniel College, Westminster, MD

Mariah Ligas,  
McDaniel College, Westminster, MD

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Strand:** C**Examples in:** German**Language(s) spoken:** German

## Have you considered joining the NECTFL Advisory Council?

Benefits include:

- Reduced conference registration rates
- A role in NECTFL leadership
- The right to vote in NECTFL Board elections
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- The right to nominate candidates for NECTFL awards
- Ten free student award certificates
- An invitation to the NECTFL Advisory Council Luncheon

Details online at [www.nectfl.org](http://www.nectfl.org).

**134. Designing a Standards-Based Oral Assessment Plan Using the 5 C's****Session: 3** **Regent**

This workshop explores the assessment of intermediate/advance-level oral communication by connecting the three modes of communication — interpersonal, interpretive and presentational — to the other four C's. By varying the types of activities used, fostering an interactive environment and integrating free recording technologies, teachers can effectively assess students' oral skills while addressing all five of the C's within ACTFL's world readiness standards. During the workshop, teachers will analyze the oral assessment activities that they are already using to identify gaps, and they will develop a balanced plan for oral assessment based on the presentation of a variety of standards-based, ready-to-use assessment activities and rubrics.

**Organizer/Presenter(s):**Christina Agostinelli-Fucile, Ph.D.,  
SUNY Geneseo, Geneseo, NY**Intended Audience(s):** High School & College**Keyword:** Assessment**Strand:** D**Examples in:** English**Language(s) spoken:** English**135. EXHIBITOR SESSION: The Ideal Lesson Plan: Ten Steps to Total Fluency!****Session: 3** **Bryant**

In this session, John Conner, a Spanish teacher at Groton School and the author of the "Breaking the Barrier" language series, leads participants through 10 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**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Strand:** Exhibitor Session**Examples in:** English, Spanish, French**Language(s) spoken:** English**136. Bringing Words To Life! Kinesthetic and Visual Literacy Strategies****Session: 3** **Nassau East**

Using a variety of interpretive sources is essential for novice through advanced language learners, but how can you make the words on the page come to life for your students? Learn how to apply Gardner's Theory of Multiple Intelligences through kinesthetic and visual literacy strategies to interpret and demonstrate comprehension of a text. Using interactive strategies, participants will learn how to engage students throughout pre-reading, during reading and post-reading techniques with both non-fiction and fictional text. Get ready to move and learn how to bring the words on the page to life!

**Organizer/Presenter(s):**Noemi Rodriguez,  
Pascack Valley Regional HS District,  
Montvale, NJ**Intended Audience(s):** Secondary (6-12)**Keyword:** Research**Strand:** A**Examples in:** Spanish, English**Language(s) spoken:** English**137. Creating Structured Input Activities for a Successful L2 Grammar Sequence****Session: 3** **Nassau West**

In this session, I will present an effective way to strengthen the impact of the L2 grammar sequence: implementing structured input (SI) activities. I first outline a theoretical background on processing instruction (PI) and its defining component, structured input activities (SI). Using sample activities in French and Mandarin Chinese, I will then demonstrate how SI activities can be created to address the difficulties L2 grammatical forms or structures may pose and to support form-meaning connections making. Attendees will gain a general understanding of PI and useful insights to start creating SI activities for the world languages they teach. Background in PI and prior knowledge of French or Chinese are not a prerequisite.

**Organizer/Presenter(s):**Laurene Glimois,  
The Ohio State University, Columbus, OH**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Strand:** General**Examples in:** Chinese (Mandarin), French**Language(s) spoken:** English**138. NNELL Networking Session****Session: 3** **Murray Hill East**

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):**Marissa Coulehan,  
NNELL**Intended Audience(s):** PreK-8**Keyword:** Professional development**Strand:** General**Examples in:** English**Language(s) spoken:** English**139. Collaborative Learning Through the Use of Social Media****Session: 3** **Murray Hill West**

As an informal learning environment and a leading means of asynchronous CMC, Facebook is a fitting platform for linguistic and cultural exchange in that it extends the traditional classroom beyond the brick-and-mortar into the digital world, connecting people across campuses, countries and continents. It maximizes opportunities for mentoring and scaffolding and for collaborative learning through the shared experience of others. This session will present the preliminary findings of a study examining linguistic and cultural gains through a Facebook collaboration among study abroad and at-home learners. Resources related to using Facebook in the language classroom will also be provided to participants.

**Organizer/Presenter(s):**Sherry Venere, Ph.D.,  
U.S. Military Academy, West Point, NY  
Jeff Watson, Ph.D.,  
U.S. Military Academy, West Point, NY**Intended Audience(s):** Four-year College/University**Keyword:** Technology**Strand:** F**Examples in:** Spanish**Language(s) spoken:** English

**140. Blended Learning in the Standards-Based Classroom****Session: 3** **Gramercy East**

In what ways can blended learning transform the language classroom? How can you design effective standards-based blended learning activities/units? The blended language class can, through technology and other means, enhance students' language skills faster and more efficiently thanks to a better use of both classroom time and personal study time. Online content, face-to-face activities and differentiated personal practice/review are fused to form a coherent, powerful system that can boost language acquisition and learning, enhance 21<sup>st</sup>-century skills and foster student independence.

**Organizer/Presenter(s):**

Ouajdi Cherif,  
U.N. International School, New York, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Technology**Strand:** F**Examples in:** Arabic, French**Language(s) spoken:** English**141. Best of MD: Collaborative Learning in World Language Classrooms****Session: 3** **Gramercy West**

Do you want to boost academic achievement and improve student relations in your classroom? Increased student achievement through higher levels of content retention, improved critical thinking, communication and social skills, as well as heightened self-esteem are a few of the benefits of a collaborative classroom. Whether you teach academically gifted, mainstream, or students with special needs, true collaboration benefits every student. Students will gain an appreciation for working interdependently while being held accountable for their individual work. Learn to implement collaborative learning activities where each student works concurrently, participating in a balanced and respectful group. Collaboration fosters friendships among diverse students and creates a kind and caring community where students support instead of compete against each other. You'll leave this session ready to apply what you learned to an upcoming lesson.

**Organizer/Presenter(s):**

Mary O'Bryon Jones,  
Montgomery County Public Schools, MD  
Stefanie Alvarez,  
Montgomery County Public Schools, MD

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** C**Examples in:** French and Spanish**Language(s) spoken:** English**142. Acting Up: Performing and Visual Arts Instructional Strategies****Session: 3** **Gibson**

Grab your paint brush, step into the spotlight and tune your classroom activities through visual and performing arts. Learn and practice new techniques that integrate hands-on activities, all three forms of communication, STEM, technology, and engaging and exciting learning. Session will demonstrate strategies such as writing about art, drama techniques to practice vocabulary, grammar, and presentational communication, effective use of music for vocabulary and culture points, and other exciting activities to take your class to the next level. Emphasis will be placed on communication and integration of culture and how to scale it for novice to advanced students. Presentation in English with examples in Spanish.

**Organizer/Presenter(s):**

Rob Glass,  
Kent Island High School, Stevensville, MD

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** C**Examples in:** Spanish**Language(s) spoken:** English**143. EXHIBITOR SESSION: Learning French Through Sociocultural Activities****Session: 3** **Clinton**

This workshop will look at material created to help learners, not only to acquire or improve their linguistic competence in French, but, also to provide them with different components of the Quebec French culture. The presenter will introduce a whole unit specially designed to teach French through the sociolinguistic components of the language, as well as through the sociocultural aspects of the Quebec French culture. Many task-based activities will be presented through sociocultural elements of the French Quebec culture. This approach will allow the learners to improve both their linguistic competence in French and their knowledge of the French Quebec culture.

**Organizer/Presenter(s):**

Andre Beaudin,  
AQEFLE, Quebec City, QC

**Intended Audience(s):** Postsecondary**Keyword:** Materials**Strand:** Exhibitor Session**Examples in:** French, English**Language(s) spoken:** English and French**144. EXHIBITOR SESSION: Communication, Culture, and Creativity in Your Spanish Class****Session: 3** **Madison**

Looking for ideas to help get your students actively engaged and excited about learning Spanish? Engage students in the learning process through incorporating exciting activities that foster collaboration, cultural connections, and autonomous learning. The presenter 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 that you can use the following day in class and that will help build fluency, boost student motivation, and create an active and exciting learning environment!

**Organizer/Presenter(s):**

Carmen Herrera,  
EMC School

**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Strand:** General**Examples in:** Spanish**Language(s) spoken:** Spanish and English**144b. EXHIBITOR SESSION: I Get It! Strategies for Working in the Interpretive Mode****Session: 3** **New York Suite 4th Floor**

As educators, we work tirelessly to offer our students opportunities to achieve second language proficiency. We provide text, audio and video from which they can access meaning so as to ultimately be able create their own message in the new language. To effectively interpret these sources they need a wealth of maps and guidelines - instructional strategies. In this workshop we will explore strategies that improve comprehension when listening, viewing and reading sources in a second language. Handouts will include activities that can be utilized by students at any level of any language. You will love hearing your students now say, "I get it!"

**Organizer/Presenter(s):**

Liz Sacco,  
EMC School

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** Exhibitor Session**Examples in:** Spanish**Language(s) spoken:** English

## Session 4

**145. Learn With LangTalks: Research-Based Professional Development for Educators**

Session: 4 Sutton South

Join this NADSFL/NCSSFL session to use LangTalks.org to improve teacher preparation in your state organization with K-16 educators. The LangTalks team is committed to filling a void that exists for meaningful professional development through the creation of free, shareable short videos to be used in an asynchronous way. LangTalks provides mini-lessons for educators that are focused on core practices, allowing educators to hear voices of peers using research-based practices for language acquisition.

**Organizer/Presenter(s):**

Jay Ketner, Ph.D.,  
Maine Dept. Of Education, Augusta, ME

Lea Kennedy,  
Stonington Schools, Stonington, CT

Kevin Gaugler,  
Marist College, Poughkeepsie, NY

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Professional development**Strand:** E**Examples in:** French, Spanish**Language(s) spoken:** English**146. Elementary Elements**

Session: 4 Sutton North

What does language learning look like in the elementary classroom? It may just look like fun and games, but there is a lot of learning happening, too! Participants in this session will explore various teaching strategies that have been created for the elementary world language classroom. From being in the hot seat to writing hashtags, these strategies appeal to a variety of learners, and encourage interpretive, interpersonal, presentational speaking and presentational writing skills in the target language at the elementary level. All strategies have been teacher-tested and student-approved!

**Organizer/Presenter(s):**

Christine Reier,  
Baltimore County Public Schools, MD

Concetta Gallardo,  
Baltimore County Public Schools, MD

**Intended Audience(s):** Elementary**Keyword:** Instructional strategies**Strand:** C**Examples in:** Spanish**Language(s) spoken:** English**147. ¡Celebremos las fiestas! Incorporating Culture Daily, From Novice to AP**

Session: 4 Sutton Center

This session provides participants with a vertically aligned, scaffolded approach to teaching culture by sharing strategies and activities that integrate culture into daily lessons through the topic of celebrations. The presenter will share techniques that promote interculturality from novice through the Advanced Placement level, via three AP world language and culture themes: Families and Communities, Contemporary Life, and Personal and Public Identities. Participants will engage in many of the activities, as well as share their own strategies for embedding culture into their lessons. This session is intended for middle school and high school teachers of any modern language.

**Organizer/Presenter(s):**

Lourdes Rodriguez-Von Vogt,  
Lincoln Academy, Newcastle, ME

**Intended Audience(s):** Secondary (6-12)**Keyword:** Culture/Literature**Strand:** C**Examples in:** Spanish**Language(s) spoken:** English and Spanish**148. Appreciating Art History in the World Language Classroom**

Session: 4 Beekman

All modern-language teachers use art in various ways to introduce their students to the specific cultures related to the languages they teach. Depending upon culture-specific months or weeks, we have all tried to broaden our students' knowledge and appreciation of art as it is derived from Europe, South America, Asia, Africa, and North America. But how can art be beneficial in a real-world, classroom setting? This lesson/workshop will give teachers some specific hands-on tips on how to use art as a way of enhancing our students' growth and learning and, ultimately, a greater appreciation of our global neighbors. Handouts, including "art cards," will be available.

**Organizer/Presenter(s):**

Kristi Shanahan,  
The Sound School, New Haven, CT

**Intended Audience(s):** High School**Keyword:** Culture/Literature**Strand:** General**Examples in:** French, Spanish, Italian**Language(s) spoken:** English**149. Getting Into Alignment: Using World-Readiness Standards to Assess Student Production**

Session: 4 Regent

In recent years we have modernized and enhanced our four-semester Spanish-language program at Boston University. In this interactive session, we will discuss some of these changes in depth, focusing primarily on our intermediate-level assessments. We will look at examples of our previous and current assessments, using a compare/contrast approach to discuss the reasoning behind the changes made. Participants will work together to reflect upon the ways they incorporate the world-readiness standards in their curricula and assessments, brainstorm new ways of approaching formative and summative assessments, and create sample assessments that measure both communication skills and intercultural competence.

**Organizer/Presenter(s):**

Alison Carberry Gottlieb, Ph.D.,  
Boston University, Boston, MA

Molly Monet-Viera, Ph.D.,  
Boston University, Boston, MA

**Intended Audience(s):** High School & College**Keyword:** Assessment**Strand:** D**Examples in:** Spanish, English**Language(s) spoken:** English**150. EXHIBITOR SESSION: Creating Supportive Learning Environments for All Students Through Differentiated Instruction**

Session: 4 Bryant

Differentiated instruction aims to provide learners with choices in learning process, learning environment, content, product, and assessment. Thus it is the key to effective learning and addressing student needs in today's diverse classrooms. Participants will learn to identify areas of the curriculum that could be adapted to differentiated instruction, familiarize themselves with various methods for differentiated content delivery and assessing learning, analyze model tasks and create or modify their own pedagogical tasks to incorporate principles of differentiated instruction. The session will also explore the added challenges of multi-level classes that German teachers often need to offer.

**Organizer/Presenter(s):**

Olga Liamkina, Ph.D. & Andrea Pfeil,  
Goethe-Institut New York, New York, NY

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Strand:** Exhibitor Session**Examples in:** German**Language(s) spoken:** German

**151. Making the Brain Connection:  
Teaching Grammar as a Concept**

**Session: 4** Nassau East

Teaching grammar as a concept and teaching grammar in context: What does that mean and how does that look in the classroom? What implications does this practice have on learner progress and proficiency growth? How does this type of grammar acquisition lead to student risk-taking, collaboration, and progress over time? These questions and many more will be addressed during this interactive session focusing on deductive and implicit approaches to grammar acquisition and their connections to Bruner's concept attainment models.

**Organizer/Presenter(s):**

Greta Lundgaard,  
Independent Consultant, Dallas, TX

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

**Keyword:** Instructional strategies

**Strand:** B

**Examples in:** Several

**Language(s) spoken:** English

**152. Make it Comprehensible!  
Narratives and CI in the Language  
Classroom**

**Session: 4** Nassau West

In this session, we explore the relationship between an increase in comprehensible input and the organic production of language by students. By sharing short narratives with students that emphasize repetition, formulaic use of language, and a limited batch of vocabulary, teachers can scaffold student oral production and jump-start their use of language at even novice levels of study. Participants will glean new ideas about error correction, the introverted learner, and the place of grammar in language curriculum. Participants will view actual samples of student performance and come away from the session with a renewed confidence in the power of comprehensible input.

**Organizer/Presenter(s):**

Adam Lanphier,  
The Dalton School, New York, NY

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

**Keyword:** Instructional strategies

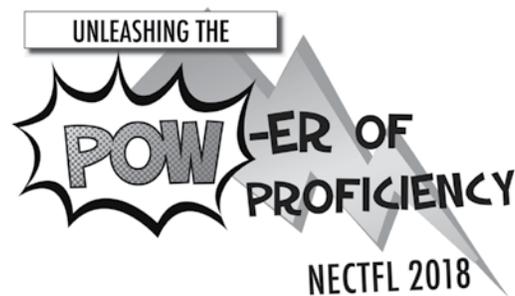
**Strand:** General

**Examples in:** Mandarin Chinese

**Language(s) spoken:** English

## CALL FOR PROPOSALS

### NECTFL 2018



Chair, Bill Heller

Deadline: May 30, 2017

**153.****#techlab****Facilitator: S. Orsatti****Session: 4****Murray Hill East**

Our second 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!

**Table 1: Bridging Communities With Telecollaboration**

Telecollaboration is by now a well-established feature of many language learning courses. In this session I would like to share with participants the overall structure and planning of my work with Teletandem and the final assessment of the project's linguistic and cultural goals. I will provide video clips of students' self-assessment along with their own written commentary, as well as my own quantitative and qualitative analysis.

**Organizer/Presenter(s):**

Sara Villa, Ph.D.  
The New School, New York, NY

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

**Keyword:** Technology

**Strand:** #techlab

**Examples in:** Spanish

**Language(s) spoken:** English

**Table 2: Global Awareness Through Technology, Information Literacy, and Culture**

This workshop explores ways of incorporating technology in the world language classroom. In this #techlab, the presenter will demonstrate easily adaptable tools that educators can bring to their classrooms to have students talking, learning and communicating. Come to learn about Web 2.0 tools that your students will love, that will get your students to connect to the world, and that will assess their progress. Participants will be introduced to the most useful and effective Web 2.0 tools such as 30 hands, Toondoo, Voki, Edmodo, Padlet, Babel, Storybird, and Lingro.

**Organizer/Presenter(s):**

Kate Kagan, Ph.D.,  
Russell Sage College, Troy, NY

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

**Keyword:** Technology

**Strand:** #techlab

**Examples in:** English

**Language(s) spoken:** English

**Table 3: Using QR Codes in World Language or Literature Classrooms**

QR codes are helping teachers to design new products or new ways to present electronic materials, videos, and oral presentations in world languages classrooms. Come learn how to use or integrate technology in your classroom, or how to create a new academic environment to teach Spanish language, culture or literature. Design, use and deliver your oral presentations in a different way.

**Organizer/Presenter(s):**

Pablo Pintado-Casas, Ph.D.,  
Kean University, Union, NJ

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

**Keyword:** Technology

**Strand:** #techlab

**Examples in:** Spanish, English

**Language(s) spoken:** Spanish

**Table 4: Convey it With Comics**

In this #techlab session, a seasoned classroom teacher will share examples of how students and teachers can create and share comic strips on their tablets or phones to demonstrate proficiency, negotiate meaning, and present information. Attendees will see examples of engaging assignments that give students a chance to practice an array of communication skills with varying levels of difficulty. No prior experience or equipment necessary, but participants who bring a laptop or device will have the opportunity to create and share their own work.

**Organizer/Presenter(s):**

Mary Chamberlain,  
Commonwealth Academy, Alexandria, VA

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

**Keyword:** Technology

**Strand:** #techlab

**Examples in:** Spanish

**Language(s) spoken:** English

**Table 5: Do You Duolingo?**

Come find out how Duolingo can increase your students' language proficiency, ramp up learner engagement, and recycle and reinforce language structures. Language learners love a gamified environment, and this free language learning platform provides that and more. Duolingo has added a Duolingo For Schools feature that allows you to easily create classes, lessons, and track progress. You will leave this session with the ability to navigate Duolingo as a learner and a teacher. Bring your favorite device and download the app for maximum benefit.

**Organizer/Presenter(s):**

William Frank,  
Pinkerton Academy, Derry, NH

Jonathan Alizio,  
Pinkerton Academy, Derry, NH

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

**Keyword:** Technology

**Strand:** #techlab

**Examples in:** Several

**Language(s) spoken:** English

**Table 6: Educanon (PlayPosit) for Interpretive Mode Assessment**

Learn how to make YouTube videos into a personalized interpretive learning assessment with Educanon (PlayPosit).

**Organizer/Presenter(s):**

Dana Pilla,  
Haddonfield Public Schools, Haddonfield, NJ

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

**Keyword:** Technology

**Strand:** #techlab

**Examples in:** Spanish

**Language(s) spoken:** English

# Overview of All Concurrent Sessions: Friday

	Session 1, 10:15–11:15 a.m.	Session 2, 11:30 a.m.–12:30 p.m.	Session 3, 1:30–2:30 p.m.	Session 4, 3:15–4:15 p.m.	Session 5, 5:00–6:00 p.m.
<b>Sutton South</b>	101. Meeting Professional Standards Through High-Leverage Teaching Practices, Glisan, Donato	116. Portfolios as Evidence of Professional Development for International Bilingual Coordinators, Fox, Katradis, Webb	130. The Impact of Standards on Teacher Effectiveness and Student Outcomes, Tozcu	145. Learn With LangTalks: Research-Based Professional Development for Educators, Kerner, Kennedy, Gaugler	160. Stop, Collaborate and Listen, Krawczyk, Rego, Newcomer
<b>Sutton North</b>	102. Using French Television News to Develop and Assess Cultural Proficiency, Conner, Daniel	117. Bringing Proficiency Into the Classroom, Abbott	131. Spiel mir ein Märchen: German Fairy Tale Games, Esa, Ligas	146. Elementary Elements, Reier, Gallardo	161. Best of ME: Francophone Africa Today, Siamumdele
<b>Sutton Center</b>	103. Developing Communicative Competence and Cross-Cultural Understanding Using News Content, Philippon-Daniel	118. ES: Scenario-Based Learning: Why, What, and How?, Wollensack	132. Look What You've Done! The NCSSFL-ACTFL Can-Do Statements, Turan	147. ¡Celebremos las fiestas! Incorporating Culture Daily, From Novice to AP, Rodríguez-Von Vogt	162. Inspiring Interpretive Instruction Through Communication, Weiss, Baskinger
<b>Beckman</b>	104. A Week in the Life: 90% TL From Day 1, Kowalczyk	119. Edit the Task, Not the "Text", Schmierns-Heller, Vaidean, Motyl, Samartzi,	133. When the Flip Class Changes the Curriculum of the Program, Baraldi	148. Appreciating Art History in the World Language Classroom, Shanahan	163. Building Language Skills Using a Team-Based Learning Approach, Hernandez
<b>Regent</b>	105. Standards-Aligned Instruction and Assessment of Presentational Speaking in AP, Kennelly	120. Covering All the Bases: Using Online Portfolios to Assess Language Acquisition, Christopher	134. Designing a Standards-Based Oral Assessment Plan Using the 5 C's, Agostinelli-Fucile	149. Getting In to Alignment: Using World-Readiness Standards to Assess Student Production, Carberry Gottlieb, Monet-Viera	164. The Power of Authentic Materials for Performance Tasks, Hart, Delfosse
<b>Bryant</b>	106. ES: Sinolingua Chinese Curriculum, Tracy	121. ES: Engaging Students Through Authentic Text, Quimlan	135. ES: The Ideal Lesson Plan: Ten Steps to Total Fluency!, Conner	150. ES: Creating Supportive Learning Environments for All Students Through Differentiated Instruction, Liankina, Pfeil	165. ES: Growing the German Program, Cothrun, Boland
<b>Nassau East</b>	107. Using STEM Themes in the German Classroom, van Kerckvoorde	122. Research-Based Core Practices in Intercultural Teaching, Kearney	136. Bringing Words To Life! Kinesthetic and Visual Literacy Strategies, Rodriguez	151. Making the Brain Connection: Teaching Grammar as a Concept, Lundgaard	166. Integrating the ACTFL World-Readiness Standards Into a Hispanic Short Story Course, Hackbarth
<b>Nassau West</b>	108. Submit a Successful Application to Sociedad Honoraria Hispánica Awards/Scholarships, Decker	123. Culturally Significant Food-Based Lessons, Emery	137. Creating Structured Input Activities for a Successful L2 Grammar Sequence, Glinnois	152. Make it Comprehensible! Narratives and CI in the Language Classroom, Lanphier	167. Integrating Emotional and Social Skills in Teaching Second Languages, McMichael, Castillo-Scott
<b>Murray Hill East</b>	109. Mead Collaborative, Lutz	124. Google Classroom for the World Language Teacher, Frank	138. NNELL Networking Session, Coulehan	153. #techlab	168. Research Roundtable
<b>Murray Hill West</b>	110. Videoconferencing in the FL Classroom: Linguistic and Cultural Learning Guaranteed, Conboy, Reuber, Gimeno Ugalde	124. Google Classroom for the World Language Teacher, Frank	139. Collaborative Learning Through the Use of Social Media, Venero, Watson	154. Teach in the Target Language Without Scaring Away Your Students!, McClinton	169. Behind Scenes, In Front of Camera: Power of Self-Critique, Gosson
<b>Gramercy East</b>	111. Teaching World Languages With Technology, Melkonian	125. ¡HOLA MUNDO! Simple Ways to Connect Beyond the Classroom, Lluich	140. Blended Learning in the Standards-Based Classroom, Cherif	155. Mead Project: WL Integration for Deeper Learning, Brady	170. Using Online Communication Tools to Develop Intercultural Competence, Levot
<b>Gramercy West</b>	112. Best of NJ: Chit Chat — Building A Strong Interpersonal Foundation, Jurado-Moran, Guensch	126. Best of PA: Achieving Proficiency Through the Three Modes of Communication, Brightbill, Aguilar-Francis	141. Best of MD: Collaborative Learning in World Language Classrooms, O'Bryon Jones, Alvarez	156. Embracing the At-Risk Learner in the WL Classroom, Campanaro	171. Best of MA: Solutions for Online Translators, Robustelli-Price
<b>Gibson</b>	113. The Metamorphosis of Language Teaching: From Accuracy to Existentialism, Struk	127. Strengthening Global Competence in the Chinese Classroom, Dowd, Lee, Chen-Lin	142. Acting Up: Performing and Visual Arts Instructional Strategies, Glass	157. How Linguistics Can Enhance ACTFL's Comparisons and Connections Standards, Hochberg	172. Community College Forum: Proficiency and Student Performance, Gifford, Franklin
<b>Clinton</b>	114. ES: ACTFL Assessments Overview, Derriman	128. New Classroom Resources From the National Foreign Language Center, Corbin, Rumeau	143. ES: Learning French Through Sociocultural Activities, Beaudin	158. ES: Student Achievement and Task-Based/Site-Based Language Learning Benefits Classroom Engagement, Sprague, Schreiner, Childs	173. ES: Using AATF Resources to Promote the Study of French, Abrate, Danielou
<b>Madison</b>	115. ES: Strengthen Your Lessons With the Latest Standards-Based Activities, Lennon, Haigh, Moore	129. ES: Using Authentic Spanish Resources With All Students, Sayers	144. ES: Communication, Culture, and Creativity in Your Spanish Class, Herrera	159. Make a Class Movie: From Script to Edit in 90 Minutes, Holmes	174. ES: Growing Professionally With the AATSP: Opportunities and Resources, Spinelli, Miller
<b>New York Suite (4<sup>th</sup> Fl.)</b>	115b. ES: Teacher as a Reflective Practitioner, Lennon, Haigh, Moore	129b. ES: MovieTalk Lessons and Strategies for Acquisition, Ray, Coxson, Herman	144b. ES: I Get It! Strategies for Working in the Interpretive Mode, Sacco	159b. ES: Memory, Technology & Visuals, Fan, Hazan	174b. ES: Bloom or Bloom? Professional Development that Inspires and Energizes, Concannon, Gaugler, and Stewart

# Overview of All Concurrent Sessions: Saturday

	Session 6 8:30–9:30 a.m.	Session 7 10:15–11:15 a.m.	Session 8 12:15–1:15 p.m.	Session 9 2:00–3:00 p.m.	Session 10 3:15–4:15 p.m.
<b>Sutton South</b>	202. Infographics: Providing Visual Scaffolding and Cultural Context, Bogdan	217. Acting, Directing and Playwriting in the Theater of Everyday Life, Rodriguez Ballesteros	233. Make an Impression: Enhancing Cultural and Linguistic Proficiency With Art, Zachary	248. Top 10 Activities to Live Up Your Language Class, Greer, Mercado	264. Bringing the Arab World to the Classroom, Chouairi, Baskerville
<b>Sutton North</b>	203. Engaging Learners: Strategies from National Language Teacher of the Year, Griffin	218. Improving Learners' Interpretive Communication by Reading Between the Lines, Chalupa	234. Applying Principles of the OPI to Foreign Language Curriculum Development, Doutrich	249. Literary Connections Through Interdisciplinary Topics, Kashuba	265. Fostering Intercultural Competence Through Student-Centered Projects in Intermediate Spanish, Franco, Freear-Papio
<b>Sutton Center</b>	204. Comprehensive Input + Comprehensible Output = Student Proficiency Success, Tuttle	219. Developing a Proficiency-Based Program: Challenges and Strategies, Dziejewczynski	235. Getting Them to the Targets: The Importance of Learning Pathways, Duncan	250. Moving Beginners From Interpretive to Interpersonal Communication Using Graphic Organizers, Bustamante	266. Starting Off On the Right Foot, Espitia
<b>Beekman</b>	205. 5 Keys to Success in AP Spanish Literature & Culture, Stephen	220. Pre-AP and AP: Creative Curriculum, Awesome Activities, Alignment Across Languages, Ramella, Martin	236. Planting the Seeds of Proficiency: Preparing Novices for AP Classes, Ventosa	251. Best of NY: Don't Just Read About Culture, Live it!, Fuller	267. Assessing What Counts: A Principled Approach to Performance Assessment, Grapin
<b>Regent</b>	206. Never Underestimate the Impact of Student Evidence, Oleksak, Krotzer	221. Assessing Performance: Moving From Chapter Tests to Authentic Assessments, Ritz	237. Amazing Technology for Assessment and Feedback, Sherrow, Lundgren	252. A Differentiated Learning Model in World Languages, Grahm, Schlaefli	268. Piecing Together the Proficiency Puzzle, Langer de Ramirez
<b>Bryant</b>	207. ES: Every Day's an IPA, Jones	222. ES: Create Your Own Elementary Blended Learning Program Ready for Rollout, Grimley, Cunningham	238. Fostering Character and Confidence in the Language Classroom, Crinnion	253. Sponsored Session: Personalized Children's Books in English and Spanish, Cortázar	269. Post-Mao Chinese Rock & Roll, Lin
<b>Nassau East</b>	208. Mobile Language Exchange Using WeChat: Intercultural Discussions Using Smartphones, Belmonti	223. Make Your French Program the Talk of the Town, Shee	239. Strategies for Increasing Reading and Writing Proficiency in Pre-AP/AP Chinese, Podbilski	254. Moving on Up: Strategies for Deepening Skills and Content Knowledge, Peterson, Hoecherl-Alden	270. Language Lessons Through Avant-Garde Art, Alhadeff, Tonetti
<b>Nassau West</b>	209. Latine Loquamar: Incorporating Spoken Latin in the Classroom, Mahler	224. The Power of Film: UN PLURAL+ Youth Video Festival, Casale	240. Hosting Exchange Student Groups, Schmouder	255. Venture Out of the Classroom: Collaboration Among Three Language Classes, Nonaka, Na, Hou	271. Building Teacher Leaders: Research, Reflections, and Practices for Leading Change, Graner Kennedy, Lundgaard
<b>Murray Hill East</b>	210. Film Without Borders: Journey Through Contemporary German Language Film, Zeller, Esa	225. Making the Case for Languages, Abbott, Dawson	241. Let's Play! Fun and Games in the World Language Classroom, Coulehan	256. The Case of Teaching Culture in the Spanish Language Classroom, Soto, San Martin, Yáñez Rodríguez	272. Teaching Little Kids With Comprehensible Input, Greenberg
<b>Murray Hill West</b>	211. Collaboration Through Technology: Implementing the 3 Modes of Communication Digitally, Pilla, Jurado-Moran	226. Around the World with Google, Carey	242. Conversations in the Cloud Using VoiceThread, Davies	257. Inspiring Novice Language Learners to Speak and Write, Sirlin	273. Online Courses in a University Foreign Language Curriculum: What Possibilities?, Danielou
<b>Gramercy East</b>	212. Remaking Language Learning Using Technology, Gómez-Pereira	227. Recipe for Success: Language, Culture, and Cuisine in Upper Levels, Angrist, Elliott	243. Leveraging Digital Literacy to Enhance Cultural Competence, Carolin	258. Creating a Cultural Lens With a 360-Degree Perspective, Campos	274. Evaluating Digital Environments for Interactive L2 Reading, Gaugler, Gardner
<b>Gramercy West</b>	213. Best of VA: Make Them Talk!, Abate	228. Best of NH: Approaches & Activities for LGBTQ-Inclusive Language Classrooms, Cashman	244. Best of RI: Proficiency-Based Instruction Using Blended Learning and Grouping, DeLuica, Laliberte	259. ES: Proficiency in the Three Modes: Building Communicative Competence Through Authentic Tasks, Jones	<del>275. Best of CWA-III: Differentiated Instruction in the Foreign Language Classroom; Adamest</del>
<b>Gibson</b>	214. Latin Music Will Help You Integrate the World-Readiness Standards, McCabe, Padian	229. Getting All Your C's and Modes in — With Music!, Hulke	245. Caribbean Music and Dance Come Alive in French and Spanish, Duke, Posada	260. Preparing Tomorrow's Global Citizens: Standards and Competencies, Rankin	276. A non avis? Structuring a Unit to Encourage Discussion, Skoog
<b>Clinton</b>	215. ES: Where Sitting is the Exception: Moving Toward Proficiency, Hathaway Rube	230. ES: Walking Toward Excellence in the Spanish Classroom: Federico Garcia Lorca, Sánchez Quirós	246. Using the Dramatic Arts in the World Language Classroom, DeAngelo	261. Mead Project: Community-Engaged Teaching in a Predominantly White, English-Speaking Area, Osa-Melero	277. The Modern Polyglot Movement: Motivated Students and Autodidacticism, Jovin
<b>Madison</b>	216. ES: Building for Success in Upper-Level Spanish, Sayers	231. Using Short Videos to Motivate and Engage Students, Wilhelm	247. Harnessing Technology to Achieve Total Immersion in the FL Classroom, Ameri, Avalos	262. Tech, Target Language, and Sub Plans!, Berry	278. Open-Mindedness and Cultural Competence: Worldly Instruction for All, Hall

153.

#techlab

Session: 4

Murray Hill East

Our second 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!

**Table 7: Increase Student Engagement in the Latin Classroom With Asynchronous Learning**

At this table, we discuss strategies for making your classwork more student-centered with the help of asynchronous learning principles. Asynchronous learning is the idea that students learn the same material at different times and locations. We will use various techniques to show that regardless of platform (Apple, Chromebook or Windows), students can be engaged in work whether they are in the classroom or not. Flipped instruction, Google Drive techniques and the effective use of students' mobile devices will also be discussed. Example language is Latin but principles can be applied to all languages. The example website that showcases the approach is located at ardsleylatin.weebly.com.

**Organizer/Presenter(s):**

Alexander Carballo,  
Ardsley High School, Ardsley, NY

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

**Keyword:** Technology

**Strand:** #techlab

**Examples in:** Latin

**Language(s) spoken:** English

**Table 8: PADLET: Q&A With the World**

Padlet is a simple web-based site that allows for the creation of a digital bulletin board. The premise is to post a question, comment etc., share the link, and have others reply. This is a tool that can be used for cultural exchanges, collaboration on projects or simply to get a quick look at what's outside your window, with answers from locations around the world. In this #techlab, we will go over how to set up a Padlet, respond to an existing Padlet, and gather information to build a network for future Padlets. If possible, bring a WiFi-enabled laptop or tablet.

**Organizer/Presenter(s):**

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

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

**Keyword:** Technology

**Strand:** #techlab

**Examples in:** Spanish

**Language(s) spoken:** English

**Table 9: Screencasting for Flipping and Blending the World Language Class**

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 #techlab to learn not only how to create screencasts and embed questions, but also how easy and fun it can be.

**Organizer/Presenter(s):**

Glennysha Jurado-Moran,  
Piscataway Twp. Schools, Piscataway, NJ

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

**Keyword:** Technology

**Strand:** #techlab

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

**Language(s) spoken:** English

**Table 10: Tech Tools and Tips for a Proficiency-Based Classroom**

Many teachers hope for technology tools that can significantly help students become more engaged with the course material, and they also hope that this technology is easy to implement and provides differentiation. This presentation will demonstrate how to easily incorporate technology into a proficiency-based classroom. These technology tools and tips can help students find authentic resources, collect feedback during interpretive reading and listening activities, and practice both written and spoken interpersonal and presentational tasks. The tools that I use are frequently cited as my students' favorite activities. In addition, many of these tools can be easily incorporated with minimal effort from the teacher.

**Organizer/Presenter(s):**

Maris Hawkins,  
Bullis School, Potomac, MD

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

**Keyword:** Technology

**Strand:** #techlab

**Examples in:** Spanish

**Language(s) spoken:** English

**Table 11: Using Film Dubbing to Facilitate Learners' Acquisition of Foreign Language**

At this table, we will share our experience of integrating film dubbing activities by using EDpuzzle. Each participant will have a chance to experience EDpuzzle features and to create their own video activities on their laptop. In this presentation we will share the benefits of film dubbing in a foreign language classroom, introduce EDpuzzle features, share our students' film dubbing projects and feedback, and help participants to create their own videos using EDpuzzle.

**Organizer/Presenter(s):**

Iman Elahmadih,  
Defense Language Institute, Augusta, GA  
Maurice L. Childs,  
Academy for Personal Leadership and Excellence, Bronx, NY

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

**Keyword:** Technology

**Strand:** #techlab

**Examples in:** Arabic

**Language(s) spoken:** English

**END OF #TECHLAB**
**154. Teach in the Target Language Without Scaring Away Your Students!**

Session: 4

Murray Hill West

Have you ever faced the dilemma of wanting to teach primarily in the target language but worry that your students will become discouraged and ultimately give up? In this workshop, we will explore ways to keep 90 percent of instruction in the target language (even at the novice level) without scaring your students away. Participants will take on the role of students in a French class (teachers of any language welcome to participate) and experience a variety of engaging and non-threatening strategies and activities that will make keeping 90 percent of instruction in the target language an attainable task. Soon, teaching in the target language will become effortless and fun for you and your students!

**Organizer/Presenter(s):**

Laura McClintock,  
Burlington Township School District, NJ

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

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** French

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

**155. Mead Project: WL Integration for Deeper Learning****Session: 4** **Gramercy East**

It is no longer sufficient to treat world languages as a stand-alone discipline if we are to adequately prepare our students to be global citizens. The purpose of my Mead project was to align the 9th-grade world language curriculum (“Novice High” and “Intermediate Low”) with other courses taught during the same year, most notably Algebra 1 and Earth Science. The machine promoting STEM instruction has become a force, and world language needs to be included. This session will show how I have embedded world language into a project-based curriculum that spans content areas and uses the target language to teach content. Attendees will receive project templates and rubrics, as well as an overview of the curriculum.

**Organizer/Presenter(s):**

Tracy Brady,  
Hastings HS, Hastings-on-Hudson, NY

**Intended Audience(s):** High School**Keyword:** Curriculum**Strand:** General**Examples in:** French, Spanish**Language(s) spoken:** English**156. Embracing the At-Risk Learner in the WL Classroom****Session: 4** **Gramercy West**

The disparity among students’ abilities increases as quickly as the demands for teachers to accommodate them. This workshop examines specific types of student academic and behavioral concerns and offers proactive methods of dealing with them in a world language classroom. The strategies reviewed are research-based and can be applied to all levels.

**Organizer/Presenter(s):**

Marie Campanaro,  
Cosgrove Middle School, Spencerport, NY

**Intended Audience(s):** Middle School**Keyword:** Instructional strategies**Strand:** General**Examples in:** Spanish**Language(s) spoken:** English**157. How Linguistics Can Enhance ACTFL’s Comparisons and Connections Standards****Session: 4** **Gibson**

ACTFL’s language comparisons standard calls for learners to explore the nature of language, and to compare languages. But how? Linguistics (the scientific study of language) suggests four relevant essential questions. What TL features are unusual, or even unique? Which occur in many other languages? How is the TL connected to other languages? And how do speakers produce and understand the TL? I will show how linguistic insights into features of Spanish from the *ser/estar* contrast to the “*se accidental*” can help students accept differences between the TL and their own language, understand challenging concepts, and learn vocabulary. They also support ACTFL’s making connections goal by connecting language study with history and psychology.

**Organizer/Presenter(s):**

Judy Hochberg, Ph.D.,  
Fordham University, Bronx, NY

**Intended Audience(s):** High School & College**Keyword:** Connections/Comparisons**Strand:** C**Examples in:** Spanish**Language(s) spoken:** English**158. EXHIBITOR SESSION: Student Achievement and Task-Based/Site-Based Language Learning Benefits Classroom Engagement****Session: 4** **Clinton**

In order to graduate global citizens with 21st-century skills, including proficiency in a second language and intercultural competence, immersion programs abroad must be considered. This presentation will focus on the demonstrable benefits of study abroad during high school and how the experience can enhance your students’ world-readiness. Using case studies and pre- and post-program assessment data, combined with testimonials from world language supervisors and teachers, we will provide educators with a roadmap for why and how to include study abroad as part of a curriculum that prepares students to be global citizens and lifelong language learners, as well as how to fund the study abroad component.

**Organizer/Presenter(s):**

Nicole Sprague,  
CIEE, Portland, ME  
Michele Schreiner, Ed.D.,  
Egg Harbor Twp. School District, Egg Harbor, NJ  
Maurice L. Childs,  
Acad. for Personal Leadership and Excellence, Bronx, NY

**Intended Audience(s):** High School**Keyword:** Instructional strategies**Strand:** Exhibitor Session**Examples in:** Several**Language(s) spoken:** English**159. Make a Class Movie: From Script to Edit in 90 Minutes****Session: 4** **Madison**

This interactive session will demonstrate how to co-develop a dialog-driven script with students, lead a rehearsal/taping process that is engaging for all students — whether performer, techie or audience — and record and edit using simple smartphone technology in two 40-minute class periods. Participants need to be ready to move!

**Organizer/Presenter(s):**

Mary Holmes,  
New Paltz CSD, New Paltz, NY

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Strand:** General**Examples in:** English**Language(s) spoken:** English**159b. Memory, Technology & Visuals****Session: 4** **New York Suite 4th Floor**

Na Fan & Maurice Hazan, will demonstrate a different use of visuals for your language classroom. This fascinating approach is now used in a few hundreds schools in America, Europe and Asia. Their program, QTALK is based on logographic interpretation of images, triggering spontaneous speech, accelerating language acquisition 10 fold. Within 10 minutes of instruction, college students or pre-schoolers can create their own complex sentences. For teachers feeling they are not making the most of their interactive whiteboard, this sessions with be an eye opener.

**Organizer/Presenter(s):**

Na Fan and Maurice Hazan,  
QTALK Publishing

**Intended Audience(s):** PreK-12**Keyword:** Technology**Strand:** Exhibitor Session**Examples in:** Chinese, Spanish, French**Language(s) spoken:** English

## Session 5

**160. Stop, Collaborate and Listen****Session: 5** **Sutton South**

Build community and multiply success through collaboration. Presenters will show how their high school team works together to incorporate standards in planning and to assess student achievement after instruction. Come away with tools and inspiration to stop working as an individual and start collaborating to strengthen your world language education program.

**Organizer/Presenter(s):**

Cassandra Krawczyk,  
North County High School, Glen Burnie, MD  
Adriana Rego,  
North County High School, Glen Burnie, MD  
Mallory Newcomer,  
North County High School, Glen Burnie, MD

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Communities/Workplace**Strand:** C**Examples in:** Spanish**Language(s) spoken:** English**161. Best of ME: Francophone Africa Today****Session: 5** **Sutton North**

This session will focus on texts and images that can be used in the classroom to illustrate the complexity and the uniqueness of the francophone world. We will provide different approaches to help teachers prepare these materials for their classes. We will demonstrate how different disciplines play key roles in the teaching of languages and cultures in a classroom.

**Organizer/Presenter(s):**

André Siamundele, Ph.D.,  
University of Maine/Farmington, ME

**Intended Audience(s):** PreK-12**Keyword:** Connections/Comparisons**Strand:** General**Examples in:** French**Language(s) spoken:** French**162. Inspiring Interpretive Instruction Through Communication****Session: 5** **Sutton Center**

This session will provide language teachers of all levels an inspiring demonstration of how to engage students in mastering the varied aspects of the interpretive mode. You will experience specific examples of how to integrate interpretive items such as songs, ads, articles, short stories, podcast and broadcasts into your current curriculum, from novice through advanced levels. This high-energy, fast-paced session will inspire you to immediately integrate many of these resources into your classes. You will leave the session with great strategies on selecting and then assessing interpretive resources. You will also be provided with links to hundreds of resources for the most commonly taught languages.

**Organizer/Presenter(s):**

Ed Weiss,  
Delaware County Intermediate Unit,  
Morton, PA

Louis Baskinger,  
Herkimer College, Herkimer, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** C**Examples in:** French, Spanish**Language(s) spoken:** English**163. Building Language Skills Using a Team-Based Learning Approach****Session: 5** **Beekman**

Colleges and universities are offering different models of instruction to meet the needs of diverse student populations. Team-based learning (TBL) is a pedagogical approach, widely used in science courses in many universities nationwide, that emphasizes teamwork to enhance learning. In this session I will explore the implications of using TBL in an elementary Spanish review course to enhance the student's learning. The TBL format uses sequences of individual work, group work and immediate feedback in order to create a motivational framework that helps students to be more prepared and engaged.

**Organizer/Presenter(s):**

Milvia Hernandez,  
University of Maryland Baltimore County, MD

**Intended Audience(s):** Four-year College/University**Keyword:** Instructional strategies**Strand:** General**Examples in:** Spanish**Language(s) spoken:** English**164. The Power of Authentic Materials for Performance Tasks****Session: 5** **Regent**

Authentic materials and performance tasks in the three modes of communication can help students transfer what is learned in the classroom to language use in life. This session will focus on how to design interpretive, interpersonal and presentational tasks using authentic materials to engage and empower learners. Participants will be able to define key characteristics of the three modes of communication, identify ways to differentiate tasks using an authentic resource, and plan how to use performance tasks to improve student language proficiency. Join us to plan for learning that prepares students for life.

**Organizer/Presenter(s):**

Betsy Hart,  
University of Maryland, College Park, MD  
Pam Delfosse,  
University of Maryland, College Park, MD

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Assessment**Strand:** D**Examples in:** English**Language(s) spoken:** English**165. EXHIBITOR SESSION: Growing the German Program****Session: 5** **Bryant**

This session will focus on practical tips for growing and promoting the German program. Learn how to advocate from the classroom, plan successful campus and community events, get optimal media coverage, and connect with decision makers.

**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:** Exhibitor Session**Examples in:** German**Language(s) spoken:** English

**166. Integrating the ACTFL World-Readiness Standards Into a Hispanic Short Story Course****Session: 5** Nassau East

In this presentation I explore the role and scope of the ACTFL world-readiness standards in the Spanish language classroom. I demonstrate how I integrate these goal areas into the instructional program of a Hispanic Short Stories course at the intermediate and advanced levels. By focusing on three short stories from Latin American and Spanish authors, I draw attention to the five goal areas and look at the 11 content standards that students acquire through the course. Through various sample learning scenarios, my presentation expands on the five goal areas to show how students utilize the language while learning about cultures, make connections and comparisons and become engaged in their local and global communities.

**Organizer/Presenter(s):**

Viktoria Hackbarth, Ph.D.,  
Boston University, Boston, MA

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

**Keyword:** Culture/Literature

**Strand:** A

**Examples in:** English, Spanish

**Language(s) spoken:** English

**167. Integrating Emotional and Social Skills in Teaching Second Languages****Session: 5** Nassau West

Current pedagogical tendencies focus on the primary use of technology, leaving aside the social and emotional skills that students need to learn to successfully perform in the future workplace. In an attempt to address such need, this presentation will suggest the application of various activities that combine social and emotional learning skills (SEL) on second language development. The activities will demonstrate how collaboration, communication and problem solving can be used in a variety of language levels promoting different linguistics skills.

**Organizer/Presenter(s):**

Marlene McMichael,  
Georgia College, Milledgeville, GA

Aurora Castillo-Scott, Ed.D.,  
Georgia College, Milledgeville, GA

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

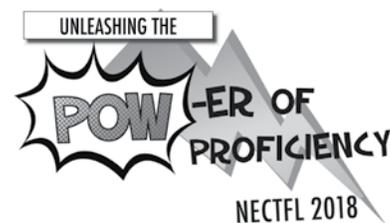
**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** English

## CALL FOR PROPOSALS NECTFL 2018



Chair, Bill Heller

Deadline: May 30, 2017

Please assist us in evaluating any sessions that you attend. Your input will help us select the “Best of NECTFL” as well as assist us in future conference planning. Thank you!



Use this QR code: , this link, or the link at <http://www.nectfl.org/conference>.

168.

## Research Roundtable

Murray Hill East

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.

**Table 1: International Professional Development: Collaborative Action Research in the EFL Classroom**

This roundtable presentation reports on an international, collaborative action research study by a world language teacher, researcher and scholar in the U.S. and an EFL teacher in Colombia. The presenter will introduce content-based instruction (CBI) as a pedagogical practice and highlight action research as a professional development tool for developing teacher agency and leadership. The design of the study, measures, and findings will be shared. Learning outcomes of the collaborative action research will be discussed. Participants will gain insight on benefits and challenges to using CBI in the EFL classroom and how action research can be used as a collaborative professional development tool among world language teachers.

**Organizer/Presenter(s):**

Kelley Webb,  
George Mason University, Fairfax, VA

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

**Keyword:** Professional development

**Strand:** Research Roundtable

**Examples in:** English

**Language(s) spoken:** English

**Table 1: Processing Instruction and Language Background Effects on Grammar Acquisition**

In this presentation, I will describe an empirical study that investigates the effects of processing instruction (PI) on the acquisition of a grammatical form in Mandarin Chinese by English monolinguals and English/French bilinguals. I will first expose the theory on which PI is based and describe the different components of this instructional technique. Then, I will present my experimental design and display a summary of the data so far collected. Finally, I will discuss the emerging trends with the attendees. This presentation will be especially relevant for researchers interested in instructed L2 acquisition, language processing, and bilingualism, even if they are unfamiliar with PI research and bilingual studies.

**Organizer/Presenter(s):**

Laurene Glimois,  
The Ohio State University, Columbus, OH

**Intended Audience:** High School & College

**Keyword:** Research

**Strand:** Research Roundtable

**Examples in:** Chinese (Mandarin)

**Language(s) spoken:** English

**Table 2: Research-Based Support for World Language Programs in a Budget-Constrained Environment**

Shrinking budgets and de-prioritization are challenges for language programs across the U.S., despite the importance of world language learning for college and career readiness. This session will present accessible research findings about the characteristics of successful K-12 language programs and the reported language needs of the corporate world. Information presented comes from a survey of over 200 K-12 world-language programs established around the US in the past five years, and a survey of 2,000 organizations of various sizes from assorted sectors. The K-12 language programs report how they were established, what challenges they have faced, and how they have overcome them, as well as information about the teachers and curricula used.

**Organizer/Presenter(s):**

Rebecca Damari, Ph.D.,  
National Foreign Language Center, College Park, MD

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

**Keyword:** Research

**Strand:** Research Roundtable

**Examples in:** English

**Language(s) spoken:** English

**Table 2: Students With Disabilities and Their Negotiated Language Learner Identities**

If your goal is to facilitate an inclusive learning environment that values individual student need, attend this session to explore and discuss research on exclusive language practices that position students into negotiated identities that are not reflective of ability or desire. The findings provide an opportunity to make language learning more inclusive, welcoming students and their personalized learning needs.

**Organizer/Presenter(s):**

Mary Caitlin Wight, Ph.D.,  
SUNY Geneseo, Geneseo, NY

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

**Keyword:** Diversity

**Strand:** Research Roundtable

**Examples in:** English, Spanish

**Language(s) spoken:** English

**Table 3: Research in the Spanish Classroom**

Research conducted at the advanced level of a Spanish course related to the material covered in class will be presented to the audience, with specific examples of student research and poster presentations.

**Organizer/Presenter(s):**

Beatriz Huarte Macione, Ph.D.,  
King University, Bristol, TN

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

**Keyword:** Research

**Strand:** Research Roundtable

**Examples in:** English

**Language(s) spoken:** English

**Table 3: The National Standards in Post-Secondary Beginning Spanish Textbooks**

This session will present an investigation of 17 beginning Spanish textbooks, scrutinized by content, and in the context of incorporating national standards to support curricular change and further blending of the national standards into the post-secondary environment and published literature. Both the 2006 national standards and the refreshed world-readiness standards will be included in the presentation. Participants will engage in discussions on the role of the textbook and the incorporation of the national standards into the post-secondary curriculum and our classrooms, and will gain insight into how a textbook can influence curriculum (positively or negatively), and vice-versa.

**Organizer/Presenter(s):**

Christina Huhn, Ph.D.,  
Indiana University of PA, Indiana, PA

**Intended Audience(s):** Postsecondary

**Keyword:** Curriculum

**Strand:** Research Roundtable

**Examples in:** English

**Language(s) spoken:** English

168.

## Research Roundtable

Murray Hill East

**Table 4: Multimodal Social Semiotics and Multiliteracies in Second Language Acquisition**

Multimodal social semiotics is an essential part of learning to function in a second-language (L2) culture, especially when there is a gap between what students can relate to and what L2 teachers offer. In the 16 years since the publication of Kress's critical thoughts (2000) regarding the way multimodality is treated by L2 educators, there has been a lot of interest in adding visual, cultural, musical, and other multiliteracy dimensions to the process of facilitating instructed second-language acquisition. Are you interested in building a research agenda in the fields of multiliteracies and multimodal social semiotics? I will offer specific examples of activities, materials, and ideas that have been used in the classroom.

**Organizer/Presenter(s):**

Alec Lapidus, Ph.D.,  
University of Southern Maine, Gorham, ME

**Intended Audience(s):** High School**Keyword:** Research**Strand:** Research Roundtable**Examples in:** English**Language(s) spoken:** English**Table 5: Preparing for the World Language edTPA: The Student Teacher Perspective**

Methods instructors and student teacher supervisors now face the challenge of preparing student teachers to complete the edTPA assessment. This qualitative case study will describe the experiences of eight student teachers in a Spanish education program who developed their world language edTPA portfolios while participating in a hybrid student teacher seminar that guided them through the three edTPA tasks. The session will also discuss ideas on how to effectively structure the student teaching experience in order to develop the tasks for edTPA in a timely manner.

**Organizer/Presenter(s):**

Carolina Bustamante, Ph.D.,  
SUNY at Old Westbury, Old Westbury, NY  
Evelyn Chavez,  
SUNY at Old Westbury, Old Westbury, NY

**Intended Audience(s):** Postsecondary**Keyword:** Research**Strand:** Research Roundtable**Examples in:** English**Language(s) spoken:** English**Table 6: How to Teach and Prepare the SAT Subject Test: Korean**

The presenter analyzed SAT subject pilot tests from 2009 through 2014 with two other professors. Three sections were categorized by type of questions. (1) Listening Comprehension section is classified by situations and subjects. 158 questions and 80 dialogue scripts were analyzed. (2) Usage section starts with nouns, adverbs, verbs, and tenses which are the basics of the sentence. (3) Reading Comprehension section is classified by genres and subjects. 157 questions and 79 reading articles scripts were analyzed. After this analysis, the presenter will show each section's questions. Also, how to teach listening, Korean Grammar and reading effectively with SAT Korean Test will be presented followed by showing the examples of students' work.

**Organizer/Presenter(s):**

Loraine Kang, Ph.D.,  
DLIFLC, Linthicum, MD

**Intended Audience(s):** High School**Keyword:** Assessment**Strand:** Research Roundtable**Examples in:** Korean**Language(s) spoken:** English and Korean**Table 4: Using Translanguaging as Pedagogy to Achieve Students' Communicative Competence**

The reconceptualization of language as a social practice instead of a bounded entity has triggered a considerable shift and innovation in bilingual education programs. The general consensus of integrating students' first languages in the classrooms eventually has been elevated to a new ideology, "translanguaging." (Garcia, 2009) A translanguaging lens posits that bilinguals have one holistic linguistic repertoire. While scholars have paid quite a bit of attention on the fundamental theory and framework of translanguaging, not many studies have focused on translanguaging as pedagogy. This paper intends to discuss how teachers can use translanguaging as a strategic instruction to maximize students' communicative competence.

**Organizer/Presenter(s):**

Lijuan Shi, Ph.D.,  
the University of MD, College Park, MD

**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Strand:** Research Roundtable**Examples in:** English, Chinese**Language(s) spoken:** English**Table 5: Upping the OPI: Participatory Action Research to Increase Oral Proficiency**

Teacher candidate Sarah Shiley (along with advisor and co-investigator Spanish/Methods Professor N. Zimmerman) has devised individual action plans for five teacher candidates, including herself, to attain an oral proficiency level of "Advanced Low" on the ACTFL OPI Scale. Although the state requires a level of "Intermediate High" for the university to be nationally recognized, our teacher candidates must reach "Advanced Low" or better. The efficacy of these action plans will be rated at the beginning of Fall 2016 by retaking the AAPPL (or other such assessment), re-visiting the "Can-Do" statements, and reflecting on the improvement in oral proficiency (or lack thereof). The study includes data from May 2016 to September 2016.

**Organizer/Presenter(s):**

Sarah Shiley, Kutztown University, PA  
Nancy Zimmerman, Ed.D.,  
Kutztown University, Kutztown, PA

**Intended Audience(s):** Postsecondary**Keyword:** Research**Strand:** Research Roundtable**Examples in:** Spanish**Language(s) spoken:** English**Table 6: Exploring Beliefs About Language Learning in Elementary LCTL Programs**

Teachers', students', and parents' beliefs about language learning set the foundation for classroom and school-home interactions, individuals' motivations, their expectations for success, and how they frame their interactions. Results of a study with third graders learning Modern Greek captured the development of students' positive and negative beliefs about language learning in relation to those of their teachers and parents. Attendees will explore the role of beliefs about language learning between the classroom and home, how to target counterproductive beliefs through standards-based teacher professional development and proficiency-oriented classroom activities, and ways to increase student motivation in the classroom.

**Organizer/Presenter(s):**

Maria Katradis, Ph.D.,  
George Mason University, Fairfax, VA

**Intended Audience(s):** PreK-8**Keyword:** Research**Strand:** Research Roundtable**Examples in:** Modern Greek**Language(s) spoken:** English

## 168. Research Roundtable

## Murray Hill East

**Table 7: Maximizing Language and Intercultural Learning in Travel Abroad Courses**

During this research roundtable session, attendees will be introduced to techniques that effectively integrate intercultural learning into language learning in the context of short-term travel courses. Attendees will learn how to design and assess activities that will help students enrolled in these travel courses to learn and grow through intercultural experiences while at the same time developing linguistic self-confidence through constant contact with the target language.

**Organizer/Presenter(s):**

James Aubry, Ph.D.,  
The University of Tampa, Tampa, FL

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

**Keyword:** Instructional strategies

**Strand:** Research Roundtable

**Examples in:** English, French

**Language(s) spoken:** English

**Table 7: A Plea for a Sociocognitive Approach to Intercultural Communicative Competence**

Despite the number of ICC models, researchers, education policy makers and foreign language teachers face challenges, among which establishing the relationship between language and intercultural competencies is a goal. Bridging this gap is necessary for pedagogical purposes in order to clarify what needs to be taught in foreign language pedagogy. Few contemporary models of ICC refer to language competence explicitly, and those that do so represent either a cognitive or a social perspective. Yet, none of them explains the relationship. The aim of this presentation is to propose a sociocognitive approach to the language-culture-cognition nexus that will pave the way for a holistic model of language and intercultural competencies.

**Organizer/Presenter(s):**

Katarzyna Piątkowska, Ph.D.,  
Nicolaus Copernicus University, Toruń,  
Poland

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

**Keyword:** Research

**Strand:** Research Roundtable

**Examples in:** English

**Language(s) spoken:** English

**Table 8: A Narrative of Strength: Weightlifting and World Languages**

This workshop is based on the findings of auto-ethnographic research, employing self-observational data. The session examines the experience of one world language teacher with a personal trainer, and how embarking on a guided strength training program impacted her professional life and classroom practice. It compares and contrasts the roles of teacher and personal trainer, providing a unique perspective on how student/client achievement is impacted by the actions of the teacher/trainer. It affords insight into how teachers might be better equipped to meet the varied needs of language learners through adherence to standards, as these are the benchmarks for success. This is a narrative of strength, both literally and metaphorically speaking.

**Organizer/Presenter(s):**

Lamar Dolcy,  
CedarBridge Acad., Devonshire, Bermuda

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

**Keyword:** Connections/Comparisons

**Strand:** Research Roundtable

**Examples in:** French, Spanish

**Language(s) spoken:** English

**Table 8: Enseigner la francophonie en université: Des stratégies pédagogiques gagnantes**

Cette communication explore différentes stratégies d'intégration de la francophonie dans le cadre de l'enseignement de la langue française en milieu universitaire. Nous montrerons comment intégrer la francophonie de manière ludique dans le cours de langue, grâce à des outils « auto-pédagogiques » complémentaires au manuel scolaire. Ceci nous permettra d'illustrer deux objectifs : Montrer comment ces outils permettent à l'étudiant d'aborder et de synthétiser des notions de civilisation ou de culture parfois difficiles à appréhender; et illustrer de quelle façon ces « outils » permettent de travailler l'apprentissage de nouveau vocabulaire, la compréhension et l'expression écrite et orale.

**Organizer/Presenter(s):**

Evelyne M. Bornier, Ph.D.  
Auburn University, Auburn, AL

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

**Keyword:** Instructional strategies

**Strand:** Research Roundtable

**Examples in:** French, English

**Language(s) spoken:** French

## Join your state association today!

- [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 \(NYS AFLT\)](#)
- [Pennsylvania State Modern Language Association \(PSMLA\)](#)
- [Rhode Island Foreign Language Association \(RIFLA\)](#)
- [Vermont Foreign Language Association \(VFLA\)](#)
- [West Virginia Foreign Language Teachers Association \(WVFLTA\)](#)

**169. Behind Scenes, In Front of Camera: The Power of Self-Critique****Session: 5 Murray Hill West**

This session examines the use of film-based technologies to enhance intermediate language acquisition. In producing their own co-hosted four-minute film critique (à la Siskel and Ebert) of a French film, students acquire much more than experience with professional-grade technologies. Through a series of carefully scaffolded assignments (handouts provided), they train both ear and voice via the capturing and editing of authentic film scenes and audio, and the intentional focus on the transition between written text and oral production; visualize and critique their own linguistic and cultural performance with the distance afforded by self-recording and rigorous peer review; and reflect critically upon convincing media strategies.

**Organizer/Presenter(s):**

Renée Gosson, Ph.D.,  
Bucknell University, Lewisburg, PA

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

**Keyword:** Technology

**Strand:** F

**Examples in:** French

**Language(s) spoken:** English

**170. Using Online Communication Tools to Develop Intercultural Competence****Session: 5 Gramercy East**

This session, based on many years of online exchanges between classes in the U.S. and abroad, will show how online communication tools, by enabling students from different cultures to directly interact with one another, can support intercultural understanding and language learning. Providing multiple examples of authentic interactions between students in the U.S. and abroad (via asynchronous forums, video calls and chat), it will examine the relative benefits of these different communication tools. Sharing lessons learned over the years, it will engage participants in a reflection on the materials and process best suited for meeting the standards of intercultural learning. Discussion will follow the presentation.

**Organizer/Presenter(s):**

Sabine Levet,  
Massachusetts Institute of Technology,  
Cambridge, MA

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

**Keyword:** Instructional strategies

**Strand:** F

**Examples in:** English, French

**Language(s) spoken:** English

**171. Best of MA: Solutions for Online Translators****Session: 5 Gramercy West**

Are too many of your students using online translators? This workshop will explore ways to structure activities (both with and without technology) for student success, so that students avoid translation, create their own work, and choose online tools other than translators for meaningful communication. Sample assignments will be shared.

**Organizer/Presenter(s):**

Amanda Robustelli-Price,  
Independent Consultant, Newington, CT

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

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish, French

**Language(s) spoken:** English

**172. Community College Forum: Proficiency and Student Performance****Session: 5 Gibson**

What do our students know and what can they do with the language they are learning? In this forum, we will share insights from our respective programs. We'll discuss proficiency levels and targets, performance assessments, student self-evaluation and common departmental assessments. The session is intended to strengthen connections between the various community colleges in our region and to encourage networking between like institutions. Participation is highly encouraged.

**Organizer/Presenter(s):**

Charlotte Gifford,  
Greenfield Comm. College, Greenfield, MA  
Laura Franklin, Ph.D.,  
No. Virginia Comm. College, Alexandria, VA

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

**Keyword:** Assessment

**Strand:** C

**Examples in:** Several

**Language(s) spoken:** English

**173. EXHIBITOR SESSION: Using AATF Resources to Promote the Study of French****Session: 5 Clinton**

The presenters will highlight new and existing AATF resources and programs that can help teachers at all levels promote the study of French. Promotional and pedagogical materials, contests, awards, scholarships and grants as well as the Grand Concours, National French Week, and K-12 honor societies can all be used to garner positive recognition for student achievement and demonstrate the effectiveness of the educator in the classroom. Sample materials provided.

**Organizer/Presenter(s):**

Jayne Abrate, Ph.D., AATF  
Catherine Danielou, Ph.D.,  
University of Alabama at Birmingham, AL

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

**Keyword:** Policy, issues

**Strand:** Exhibitor Session

**Examples in:** French

**Language(s) spoken:** French

**174. EXHIBITOR SESSION: Growing Professionally With the AATSP: Opportunities and Resources****Session: 5 Madison**

As funding to participate in professional development events such as conferences decreases within school districts and universities, learn how the AATSP provides members with opportunities to receive scholarships for study-abroad and travel stipends to attend the annual conference. This session will also provide details about the numerous AATSP student activities, such as national examinations and honor societies, that will help teachers strengthen their programs. Attendees are eligible to participate in a drawing for free AATSP memberships.

**Organizer/Presenter(s):**

Emily Spinelli, Ph.D., and  
Tracy Miller,  
AATSP

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

**Keyword:** Professional development

**Strand:** Exhibitor Session

**Examples in:** Spanish, Portuguese

**Language(s) spoken:** English

**174b. EXHIBITOR SESSION: Gloom or Bloom? Professional Development that Inspires and Energizes****Session: 5 New York Suite (4<sup>th</sup> Fl.)**

Language teachers face a number of challenges: maintaining their target language, keeping up-to-date on current culture, finding authentic resources, and, perhaps most importantly, maintaining a flow of new creative ideas to engage their students. In this session, we will explore models for how to connect your classroom to the world of your target language, build a network of enthusiastic language teachers, and satisfy the need to earn more CEUs (Professional Development hours/units), or continue your graduate studies while reinvigorating your own language skills.

**Organizer/Presenter(s):**

P.J. Concannon, Katie Gaugler, and George Stewart, EF Education

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

**Keyword:** Professional development

**Strand:** Exhibitor Session

**Examples in:** English

**Language(s) spoken:** English

**175. NECTFL Awards Ceremony****Regent**

Join us as we recognize our 2017 NECTFL award winners, NECTFL TOY, and TOY candidates.

**200. NECTFL Past Chairs Breakfast**  
7:15–8:15 a.m. Chair's Suite

This is a closed meeting of the Past Chairs of NECTFL. Contact NECTFL Headquarters to RSVP.

**201. NADSFL/NCSSFL Breakfast**  
7:00–8:15 a.m. New York Suite 4<sup>th</sup> Floor

This is a closed meeting of NADSFL and NCSSFL members. Contact NECTFL Headquarters to RSVP.

**Session 6****202. Infographics: Providing Visual Scaffolding and Cultural Context**

Session: 6 Sutton South

Infographics present information in a visually appealing way, meeting the needs of our students. These authentic resources can provide the pre-reading/listening and pre-production cultural context that AP and pre-AP students need in a less intimidating format. Multiple activities for integrating infographics into common units will be presented. Teachers will leave with resources for finding infographics for introductory and advanced classes (especially AP) and tips for incorporating them into culture-based lessons at all levels.

**Organizer/Presenter(s):**

Michael Bogdan,  
South Middleton SD, Boiling Springs, PA

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** General**Examples in:** Spanish**Language(s) spoken:** English and Spanish**203. Engaging Learners: Strategies from National Language Teacher of the Year**

Session: 6 Sutton North

ACTFL's National Language Teacher of the Year shares effective strategies combining language and culture to engage learners and develop their language performance. Be inspired with examples applicable to all languages and all levels directly from the Teacher of the Year's classroom.

**Organizer/Presenter(s):**

Katrina Griffin,  
North County HS, Glen Burnie, MD

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Strand:** C**Examples in:** Several**Language(s) spoken:** English**204. Comprehensible Input + Comprehensible Output = Student Proficiency Success**

Session: 6 Sutton Center

Discover how students learn language through comprehensible input and learn to communicate through comprehensible output. Participate in many easy-to-implement target activities to discover how beginning students remain in the target language and use the target language to communicate. Based on ACTFL's "Use of the Target Language in the Classroom" and ACTFL's "Interpersonal Proficiency Can-Do" statements.

**Organizer/Presenter(s):**

Harry Tuttle,  
Onondaga Comm. College, Syracuse, NY

**Intended Audience(s):** High School**Keyword:** Instructional strategies**Strand:** C**Examples in:** English**Language(s) spoken:** English**205. 5 Keys to Success in AP Spanish Literature & Culture**

Session: 6 Beekman

Are you ready to take your students beyond AP Spanish Language & Culture? AP Spanish Literature & Culture offers an excellent opportunity for you to build your program, bridge your students to college, and provide a path to continue developing language skills. Experience an introduction to the course that provides five essential elements that facilitate success in the course. The session will model how to employ these elements through one of the works, and will include ideas for formative and summative assessments. Handouts including resources and copies of the activities will be provided.

**Organizer/Presenter(s):**

Cameron Stephen,  
Cy-Fair High School, Cypress, TX

**Intended Audience(s):** High School**Keyword:** Culture/Literature**Strand:** General**Examples in:** Spanish**Language(s) spoken:** Spanish**206. Never Underestimate the Impact of Student Evidence**

Session: 6 Regent

In this session, participants will learn how one district is using evidence gathered through departmental student learning objectives to increase rigor and reach established district proficiency targets. Working with the NECTFL standards and "Can-Do" statements, participants will see the powerful impact that evidence can have on instructional learning.

**Organizer/Presenter(s):**

Rita Oleksak,  
Glastonbury Public Schools, Glastonbury, CT  
Kate Krotzer,  
Hebron Avenue School, Glastonbury, CT

**Intended Audience(s):** PreK-12**Keyword:** Assessment**Strand:** D**Examples in:** Spanish, French, Chinese, Russian**Language(s) spoken:** English**207. EXHIBITOR SESSION: Every Day's an IPA**

Session: 6 Bryant

Integrated Performance Assessment: How are you considering using these important communicative assessments? Come experience how every class can in fact be a "mini IPA" that shows that human communities and communication are about learning, discussing, and sharing. In this highly interactive session, we'll clarify the purpose of IPAs, experience some "mini IPAs" based on typical topics and objectives of language classes, and come away with a plan to use your current resources and content to make every day count.

**Organizer/Presenter(s):**

Norah Jones,  
Vista Higher Learning

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** Exhibitor Session**Examples in:** Spanish, French, German, Italian**Language(s) spoken:** English

**208. Mobile Language Exchange Using WeChat: Intercultural Discussions Using Smartphones****Session: 6** Nassau East

This presentation will outline the integration of telecollaboration activities based on the use of WeChat, a free mobile application, into the curricula of heritage Chinese courses, in order to complement instruction on cultural topics covered by the textbook. The presenter will illustrate sample assignments where intercultural learning is scaffolded through pre-task, task, and post-task activities. Participants will also learn about a new online database of literature relevant to telecollaboration for Chinese language and cultural learning, and a list of free, useful telecollaboration resources. The task-based approach is replicable for any foreign language curriculum, and is not limited to the Chinese language context.

**Organizer/Presenter(s):**

Valeria Belmonti,  
Center for Integrated Language  
Communities, New York, NY

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

**Keyword:** Technology

**Strand:** General

**Examples in:** Chinese Mandarin

**Language(s) spoken:** English

**209. Latine Loquamur: Incorporating Spoken Latin in the Classroom****Session: 6** Nassau West

Ever been told Latin is dead? Do people say you can't speak Latin? Come and try a pedagogical approach that shows that spoken Latin is alive and well. Learn some strategies and tips to engage students in implementing Latin grammar and vocabulary through target language immersion. You will have the chance to experiment with spoken Latin methods and will walk away with resources such as vocabulary lists and activity guidelines for active Latin lessons. We will also workshop your current classroom strategies and find ways to incorporate an active production component in lessons you already teach.

**Organizer/Presenter(s):**

Leonora Mahler,  
St. Luke's School, New Canaan, CT

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

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Latin, Ancient Greek

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

**210. Film Without Borders: Journey Through Contemporary German Language Film****Session: 6** Murray Hill East

This session discusses the creative integration of recent German-language feature films in the curriculum. A focus is on borders, ranging from identities in flux to the relationships to other nations, geographical spaces, languages, cultures, time periods, social surroundings, and disciplines. Participants will receive information on helpful resources, and they will receive immediately usable activities targeting cultural information, vocabulary, grammatical structures, and ideas for projects. State-of-the-art ideas for using new technological tools will also be addressed.

**Organizer/Presenter(s):**

Ingrid Zeller,  
Northwestern University, Evanston, IL  
Mohamed Esa, Ph.D.,  
McDaniel College, Westminster, MD

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

**Keyword:** Culture/Literature

**Strand:** General

**Examples in:** German, English

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

**211. Collaboration Through Technology: Implementing the 3 Modes of Communication Digitally****Session: 6** Murray Hill West

Join us for this session geared toward successfully implementing digital tools for collaboration across the three modes of communication in the world language classroom. We will explore how to make collaboration across digital tools learner-centered and encourage consistent target language communication. Some tools include VoiceThread, Tellagami, Google forms, Showbie and Educanon.

**Organizer/Presenter(s):**

Dana Pilla,  
Haddonfield Public Schools, Haddonfield, NJ  
Glennysa Jurado-Moran,  
Piscataway Public Schools, Piscataway, NJ

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

**Keyword:** Technology

**Strand:** F

**Examples in:** Spanish

**Language(s) spoken:** English

**212. Remaking Language Learning Using Technology****Session: 6** Gramercy East

This workshop aims to provide educators in foreign language classes with some tools to apply in their regular classes and integrate their technology and language learning skills. The presenter will show participants how different websites and online tools are applied in a Spanish class in order to enhance not only language learning, but also digital literacy skills. Participants will also learn how to differentiate their instruction to their Spanish heritage speakers and what they can do in order to better meet their needs. Some of the online tools to be discussed are: Quizlet Live, Kahoot, Google Classroom, Google Docs, Google Voice, Schoology, Adobe Voice, and iMovie.

**Organizer/Presenter(s):**

Diana Gómez-Pereira,  
University of Pittsburgh, Pittsburgh, PA

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

**Keyword:** Technology

**Strand:** F

**Examples in:** Spanish, English

**Language(s) spoken:** English

**213. Best of VA: Make Them Talk!****Session: 6** Gramercy West

This session will provide attendees with ideas on how to increase participation in the classroom and how to fairly assess it. The session applies to all foreign language students.

**Organizer/Presenter(s):**

Cecilia Abare,  
Prince William County Schools, VA

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

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** English and Spanish

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

**214. Latin Music Will Help You Integrate the World-Readiness Standards**
**Session: 6 Gibson**

With the wealth of Latin music available to them, Spanish teachers can introduce students to grammatical concepts, literature, geographical sites, and cultural norms. This presentation will include suggestions — incorporating YouTube clips or lyricstraining.com — which can easily be posted to Google Classroom. The eclectic playlist will use contemporary clips of reggaeton to highlight the use of commands, as well as the melodic sound of Joan Manuel Serrat to further appreciate Antonio Machado's poetry. Maná, the Mexican group, also provides us with great songs that delve into sociopolitical themes such as the environment and immigration. These are a few examples of the artists and material to be shared during the presentation.

**Organizer/Presenter(s):**

Maureen McCabe,  
Pinkerton Academy, Derry, NH  
Carole Padian,  
Pinkerton Academy, Derry, NH

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

**Keyword:** Materials

**Strand:** C

**Examples in:** Spanish

**Language(s) spoken:** English

**215. EXHIBITOR SESSION: Where Sitting is the Exception: Moving Toward Proficiency**
**Session: 6 Clinton**

In this dynamic, interactive session participants will experience firsthand how incorporating second language acquisition and fun creates a classroom community with a 100 percent second language environment. Focusing on student-generated curriculum and proficiency is the transformational cornerstone to the session, and the Q&A portion will address pedagogical implications and assessment.

**Organizer/Presenter(s):**

Jaelyn Hathaway Rube, Ed.D.,  
Organic World Language

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

**Keyword:** Instructional strategies

**Strand:** Exhibitor Session

**Examples in:** Spanish

**Language(s) spoken:** English

**216. EXHIBITOR SESSION: Building for Success in Upper-Level Spanish**
**Session: 6 Madison**

This session provides practical solutions for preparing all students for success in upper-level Spanish courses, beginning with Spanish 1. The session explores how to develop communication, build literacy skills, use authentic resources, deepen cultural understanding, and prepare for advanced exams. Come and hear the presenter's ideas, see demonstrations of materials and technology, and share best practices.

**Organizer/Presenter(s):**

Rich Sayers,  
Pearson

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

**Keyword:** Instructional strategies

**Strand:** Exhibitor Session

**Examples in:** Spanish

**Language(s) spoken:** English

**Session 7**
**217. Acting, Directing and Playwriting in the Theater of Everyday Life**
**Session: 7 Sutton South**

From a job interview to a romantic date, all the world's a stage, and all the men and women more than players: They are playwrights and directors, and not just the audience! Come explore the uses of theater in the classroom to strengthen communicative skills and to promote intercultural competence. You will be exposed to a variety of acting techniques and drama exercises aimed at developing communication skills, promoting cultural awareness and intercultural understanding. No experience in the theater is required. When we invite students to be the actors, playwrights and directors of their own learning process, instead of the passive audience, the world becomes a stage where they perform the leading role.

**Organizer/Presenter(s):**

Veronica Rodriguez Ballesteros,  
Boston University, Boston, MA

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

**Keyword:** Professional development

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** English

**218. Improving Learners' Interpretive Communication by Reading Between the Lines**
**Session: 7 Sutton North**

Research has shown that reading can positively impact multiple aspects of second-language learning. Working in the interpretive mode, however, requires moving beyond the comprehension of details to the use of higher-level processing skills. Often language educators do not focus on interpretation in teaching the interpretive mode and instead ask students to look for details rather than a text's larger message. This session focuses on moving interpretive reading beyond literal comprehension to broader questions of audience, purpose, tone, and main idea. Participants will examine texts and write questions that require students to read between the lines and develop literacy skills in both their native and target languages.

**Organizer/Presenter(s):**

Cynthia Chalupa, Ph.D.,  
West Virginia University, Morgantown, WV

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

**Keyword:** Instructional strategies

**Strand:** C

**Examples in:** English, German

**Language(s) spoken:** English

**219. Developing a Proficiency-Based Program: Challenges and Strategies**
**Session: 7 Sutton Center**

Although we know that language learning is non-linear, our language programs are often designed using a linear approach. At Latin School of Chicago, our grades reflect proficiency in the four skills (speaking, listening, reading, and writing), and placement is determined by proficiency. With language learning occurring at different rates for different learners, our Chinese program places students based on their proficiency level rather than by peer group or years of previous study. Session participants will examine the why and how behind this change, gather tips for designing and implementing a proficiency-based program, learn about various challenges faced, and develop a network of educators interested in this program model.

**Organizer/Presenter(s):**

Jessica Dzieweczynski,  
Latin School of Chicago, Chicago, IL

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

**Keyword:** Curriculum

**Strand:** C

**Examples in:** Mandarin

**Language(s) spoken:** English

**220. Pre-AP and AP: Creative Curriculum, Awesome Activities, Alignment Across Languages****Session: 7** **Beekman**

Striving for richer, varied, more rigorous units? Looking to develop curriculum with your colleagues and promote greater consistency across languages? In this session, you'll receive tools for planning and teaching, including checklists, sample tasks, assessments, and rubrics. While focused primarily on pre-AP and AP themes, our presentation applies to those teaching any language at any level. Walk away with communicative activities and ideas to guide students through authentic resources. Applicable to all languages.

**Organizer/Presenter(s):**

Kate Ramella,  
Bullis School, Potomac, MD

Andrea Martin,  
Bullis School, Potomac, MD

**Intended Audience(s):** Secondary (6-12)**Keyword:** Curriculum**Strand:** General**Examples in:** Spanish, French**Language(s) spoken:** English**221. Assessing Performance: Moving From Chapter Tests to Authentic Assessments****Session: 7** **Regent**

It's time to let go of chapter tests and focus on what really matters: what students can do with language! In this session, the presenter will look at how to transform assessments into meaningful, authentic, and engaging ways to capture student progress. Integrating "Can-Do" statements and proficiency targets, and focusing on the three modes of communication, the presenter will share examples of performance assessments and practice transforming some typical language topics and developing assessments for use in any language classroom.

**Organizer/Presenter(s):**

Catherine Ritz,  
Arlington Public Schools, Arlington, MA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Assessment**Strand:** D**Examples in:** Several**Language(s) spoken:** English**222. EXHIBITOR SESSION: Create Your Own Elementary Blended Learning Program Ready for Rollout****Session: 7** **Bryant**

Differentiating world language instruction can be such a time-intensive process that it is often rendered an unattainable ideal. Emerging technologies, however, now enable language educators to create their own blended learning programs and to differentiate instruction for individual and group needs in a manageable timeframe. This workshop will help you supercharge development of your own program. The results of your three-hour investment will be a set of standards-aligned digital lessons containing games, videos and activities customized to your students' vocabulary needs, plus a comprehensive rollout plan. Increase student engagement and gain creative new ideas for your classroom! Bring a laptop or tablet with WiFi. No prerequisites.

**Organizer/Presenter(s):**

Ben Grimley and Katie Cunningham,  
Speak Agent

**Intended Audience(s):** Elementary**Keyword:** Materials**Strand:** Exhibitor Session**Examples in:** Spanish**Language(s) spoken:** English**223. Make Your French Program the Talk of the Town****Session: 7** **Nassau East**

Jon Shee, President of the AATF in Connecticut, runs this session, which all French teachers are encouraged to attend. Resources for advocacy and strategies for growing and developing French programs, as well as other AATF-related opportunities for French teachers and their students, will be presented. Through an interactive, multimedia presentation with pauses for discussion, participants will learn of many exciting ways to build excitement for their French programs, grow enrollment, and join forces to advocate for French with their colleagues. This session will share specific strategies for increasing community excitement for French via public relations efforts, media blasts, etc. All resources will be shared electronically.

**Organizer/Presenter(s):**

Jon Shee,  
St. Luke's School, New Canaan, CT

**Intended Audience(s):** Secondary (6-12)**Keyword:** Communities/Workplace**Strand:** General**Examples in:** French**Language(s) spoken:** English and French**224. The Power of Film: UN PLURAL+ Youth Video Festival****Session: 7** **Nassau West**

Film is a tool that can be used to foster intercultural dialogue, nurture critical thinking skills, and celebrate diversity. This workshop will share examples of student-created film and supply lessons on how to incorporate them in class. Some films from the United Nations PLURAL+ Youth Video Festival will also be screened, and we will give information on screening the festival at your school. The PLURAL+ Youth Video Festival is an empowering tool that helps young people to speak out about what they think of migration, diversity, and social inclusion using their own views and voices. The PLURAL+ Video Festival gives youth a platform to say what they think and to make themselves heard all over the world.

**Organizer/Presenter(s):**

Regina Casale,  
Longwood CSD, Middle Island, NY

**Intended Audience(s):** PreK-12**Keyword:** Diversity**Strand:** General**Examples in:** Several**Language(s) spoken:** English**225. Making the Case for Languages****Session: 7** **Murray Hill East**

Do languages matter? Learn strategies and access resources for creating incentives for language learning. Position languages as part of college and career readiness, recognize programs of quality, tap new data from national studies, and outline a roadmap for expanding language learning.

**Organizer/Presenter(s):**

Marty Abbott,  
ACTFL, Alexandria, VA

Desa Dawson,  
ACTFL & Oklahoma State Dept. of  
Education, Oklahoma City, OK

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Policy, issues**Strand:** General**Examples in:** Several**Language(s) spoken:** English

**226. Around the World with Google****Session: 7** **Murray Hill West**

Participants will learn how to use Google My Maps, Google Earth, and Google Hangouts to explore other cultures and connect with others around the globe. My Maps is a collaborative tool that allows students to create maps together and share them with others. These maps can be exported to Google Earth to “fly” observers to the map destinations. Finally, Google Hangouts facilitates online connections with others around the globe — including the very popular “mystery hangouts.”

**Organizer/Presenter(s):**

Lillian Carey,  
Hauppauge Public Schools, Hauppauge, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Connections/Comparisons**Strand:** F**Examples in:** French, Spanish**Language(s) spoken:** English**227. Recipe for Success: Language, Culture, and Cuisine in Upper Levels****Session: 7** **Gramercy East**

All language classes celebrate cultures through food-related activities, but this language, culture, and cuisine course has a different goal and flavor. It aims to retain, engage and inspire students in language programs beyond their language requirements and advances their language and cultural competence to a higher level. Participants will learn how to structure a language and culture cuisine course around mini thematic units, such as food and identity, food and memory, and food and media. This session offers tools, including advanced technology, for locating authentic materials and building communicative language activities around them. Examples are drawn from courses taught in Hebrew and Japanese at Boston University.

**Organizer/Presenter(s):**

Mira Angrist,  
Boston University, Boston, MA  
Anna Elliott, Ph.D.,  
Boston University, Boston, MA

**Intended Audience(s):** Four-year College/University**Keyword:** Curriculum**Strand:** F**Examples in:** Hebrew, Japanese**Language(s) spoken:** English**228. Best of NH: Approaches & Activities for LGBTQ-Inclusive Language Classrooms****Session: 7** **Gramercy West**

In this session, I argue for paying greater attention to the needs of LGBTQ students in our language classrooms. I begin with a brief overview about the repercussions of hostile learning environments for LGBTQ students. Then, I demonstrate how most language teaching materials fail in their representation of LGBTQ lives and experiences, either erasing LGBTQ identities completely or including them in ways that are problematic. I then take a practical and hands-on approach to filling in this gap. If our materials are imperfect (as they likely always will be), what can we do to make our classrooms more inclusive? I will give examples, and I will invite participants to engage in analyzing problems and proposing solutions. Participants will leave the session with both a more finely tuned eye/ear for noticing non-inclusive materials, and a toolkit of methods for increasing inclusion.

**Organizer/Presenter(s):**

Holly Cashman, Ph.D.,  
University of New Hampshire, Durham, NH

**Intended Audience:** High School & College**Keyword:** Diversity**Strand:** General**Examples in:** Spanish, French**Language(s) spoken:** English**229. Getting All Your C's and Modes in — With Music!****Session: 7** **Gibson**

Jazz it up a little with music as an authentic resource that highlights songs with videos from the Hispanic world. This interactive session features music and viewing activities that connect to the 5 C's, integrate all three language modes, and provide a review of contextualized grammar. These scaffolded activities and strategies are sure to increase your students' enjoyment on their proficiency journey. Participants will receive a packet with the PowerPoint presentation, activities, and songs.

**Organizer/Presenter(s):**

Billie Hulke,  
Baylor University, Waco, TX

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Strand:** C**Examples in:** Spanish**Language(s) spoken:** Spanish**230. EXHIBITOR SESSION: Walking Toward Excellence in the Spanish Classroom: Federico García Lorca****Session: 7** **Clinton**

This session will focus on culture and literature from a hands-on point of view. We will present Federico García Lorca's life and work and analyze its importance in the group of artists of the Spanish Generation of '27 as well as the connection between his life and his work. We intend to present different make and take strategies and activities to work with in the Spanish classroom. Be ready to participate and work with us. You'll leave with a backpack full of ideas ready to use in your classroom.

**Organizer/Presenter(s):**

María José Sánchez Quirós, Ed.D.,  
Embassy of Spain-Education Office,  
Washington, D.C.

**Intended Audience(s):** High School & College**Keyword:** Culture/Literature**Strand:** General**Examples in:** Spanish**Language(s) spoken:** Spanish**231. Using Short Videos to Motivate and Engage Students****Session: 7** **Madison**

Short videos are a means with which to motivate and engage students in language learning. Short videos can improve students' intercultural awareness and give them authentic listening practice. In this session, participants will learn how to use short animated videos with no sound, as well as *cortometrajes* from Spanish-speaking countries, to engage students. Attendees will participate in activities that go with each video shown, and will learn where to find the videos, how to evaluate them for class use and how to create activities to go with them.

**Organizer/Presenter(s):**

Julie Wilhelm,  
Iowa State University, Ames, IA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Materials**Strand:** General**Examples in:** Spanish**Language(s) spoken:** English

**232. Advisory Council Lunch  
(11:30 a.m. - 1:15 p.m.)**

This is a closed meeting of the NECTFL Advisory Council. Contact NECTFL Headquarters to RSVP.

**Session 8****233. Make an Impression: Enhancing Cultural and Linguistic Proficiency With Art**

**Session: 8** **Sutton South**

Impressionism is more than waterlilies! Refresh your knowledge of this artistic genre and how and why it developed in 19th-century France, and discover strategies to use Impressionist art to strengthen your students' cultural literacy and linguistic skills. Regardless of your students' level of ability or even the language that you teach, you will easily be able to adapt the techniques you learn in this workshop to your own classroom in order to utilize art as an authentic cultural resource.

**Organizer/Presenter(s):**

Anne Zachary,  
Ottoson Middle School, Arlington, MA

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

**Keyword:** Culture/Literature

**Strand:** General

**Examples in:** French

**Language(s) spoken:** English

**234. Applying Principles of the OPI to Foreign Language Curriculum Development**

**Session: 8** **Sutton North**

The principles of the ACTFL oral proficiency interview (OPI) are useful in developing activities and assessments that are appropriate to the oral proficiency level of the learners. As a certified OPI tester, the presenter will share insights gained through certification training that have implications for curriculum development and assessment. Participants will have the opportunity to apply the principles of the OPI to the five "C" goal areas of the world readiness standards of ACTFL. Familiarity with the 5 C's will be helpful to fully benefit from the presentation.

**Organizer/Presenter(s):**

Cindy Doutrich, Ph.D.,  
York College of Pennsylvania, York, PA

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

**Keyword:** Curriculum

**Strand:** C

**Examples in:** Spanish

**Language(s) spoken:** English

**235. Getting Them to the Targets: The Importance of Learning Pathways**

**Session: 8** **Sutton Center**

Nothing is more important than producing students who feel an ever-increasing facility at language use. But we will not get there without clearly defined, target-driven learning pathways. This session centers on an invigorated and inspired process that schools in the U.S. and abroad are using to enliven curriculum writing that has the promise of producing the results we want. Session participants will leave with examples, resources, and the suggested process that they can use in their home settings to design meaningful, target-focused and student-centered learning pathways.

**Organizer/Presenter(s):**

Greg Duncan,  
InterPrep, Inc., Marietta, GA

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

**Keyword:** Curriculum

**Strand:** C

**Examples in:** English

**Language(s) spoken:** English

**236. Planting the Seeds of Proficiency: Preparing Novices for AP Classes**

**Session: 8** **Beekman**

Students often go through a bit of a shock when transitioning into upper-level classes. Despite our best efforts, they may perceive their lower-level classes to be centered on grammar and vocabulary, rather than a series of skills that will help them communicate their ideas. This session will focus on strategies we can use in the novice-level classroom that will help our students understand how to apply their skills and knowledge as they move forward to upper-level and Advanced Placement classes.

**Organizer/Presenter(s):**

Jim Ventosa,  
Marriotts Ridge HS, Marriottsville, MD

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

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish, Dothraki

**Language(s) spoken:** English

**237. Amazing Technology for Assessment and Feedback**

**Session: 8** **Regent**

Want to help your students grow? Want to give faster feedback? Come see how two teachers have used technology to make sense of all the data. Bring your device and be prepared to experience fun and engaging technology tools that you can use on Monday!

**Organizer/Presenter(s):**

Heather Sherrow,  
Howard County Public Schools, MD

Shannon Lundgren,  
Bethlehem Central Schools, Delmar, NY

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

**Keyword:** Technology

**Strand:** D

**Examples in:** English, Spanish

**Language(s) spoken:** English

**238. Fostering Character and Confidence in the Language Classroom**

**Session: 8** **Bryant**

How can we foster deeper learning and confidence in the language classroom? How can we stretch the boundaries of students' worldviews while effectively building their communication skills? By framing units with big ideas in the target language, students are empowered to engage deeply in class, even as "beginners." They explore identity and values by contrasting two verbs: tener (to have) vs. ser (to be). In units on clothing and housing, they consider socioeconomics and lujo (luxury) vs. necesidad (necessity). Through community-building activities, discussions, and group projects, they find their voice within the target-language classroom. This session provides a sampling of activities in Spanish that can be adapted for other languages.

**Organizer/Presenter(s):**

Chela Crinnion

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

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** Spanish

**Language(s) spoken:** English

**239. Strategies for Increasing Reading and Writing Proficiency in Pre-AP/AP Chinese****Session: 8** **Nassau East**

This session examines and explores how to incorporate authentic texts, as well as readers and web-based tools, into the pre-AP and AP Chinese language classroom to increase student vocabulary and grammar acquisition and to develop reading proficiency and literacy. Connections between increased reading proficiency and enhanced writing proficiency will also be explored. This session will be conducted through dialogue between the presenter and participants. Instructional strategies and materials from novice to advanced levels will be provided.

**Organizer/Presenter(s):**

Lisa Podbilski,  
Louisville Collegiate School, Louisville, KY

**Intended Audience(s):** High School**Keyword:** Instructional strategies**Strand:** General**Examples in:** Chinese**Language(s) spoken:** English and Chinese**240. Hosting Exchange Student Groups****Session: 8** **Nassau West**

Have you considered hosting a group of exchange students at your school? Come explore how one district makes this a reality! We will briefly discuss long-term vs. short-term and teacher-led vs. company-led programs. We will spend most of our time discussing how to plan for visitors in your school. Participants will receive an administrative to-do checklist, a sample letter to prepare co-workers, and a parent night agenda outline. Discussion will also include using the students in your lessons, getting the community involved, planning meaningful activities during their stay, and troubleshooting problems. Discover how hosting can benefit your language program! Focus will be from a German perspective, but can apply to other languages as well.

**Organizer/Presenter(s):**

Alicia Schmouder,  
Holidaysburg Area Junior/Senior HS,  
Holidaysburg, PA

**Intended Audience(s):** Secondary (6-12)**Keyword:** Connections/Comparisons**Strand:** General**Examples in:** German**Language(s) spoken:** English**241. Let's Play! Fun and Games in the World Language Classroom****Session: 8** **Murray Hill East**

Need to spice up your classroom activities? Want to motivate your novice language learners to speak in the target language? Let's play some games! This session will be an opportunity for an experienced FLES teacher to share her tried-and-true games and activities that motivate beginning language learners time and time again. Games and activities will be modeled with participants, so come ready to play!

**Organizer/Presenter(s):**

Marissa Coulehan,  
The Dalton School, New York, NY

**Intended Audience(s):** PreK-8**Keyword:** Instructional strategies**Strand:** General**Examples in:** Spanish**Language(s) spoken:** English**242. Conversations in the Cloud Using VoiceThread****Session: 8** **Murray Hill West**

This session will focus on how teachers can use VoiceThread to enhance communication and target language production in the world language classroom. Learn how VoiceThread can provide students with opportunities to communicate ideas and engage in discussions with other language learners while giving teachers innovative ways to assess student understanding. We will show you some great examples of classroom connections, teach you how to get started with VoiceThread, demonstrate how to create and manage groups, and highlight tips and tricks for using VoiceThread in the world language classroom.

**Organizer/Presenter(s):**

Mary Ellen Davies,  
Hillsborough Township Public Schools,  
Hillsborough, NJ

**Intended Audience(s):** Secondary (6-12)**Keyword:** Technology**Strand:** F**Examples in:** English, Chinese, German, Spanish, French, Italian**Language(s) spoken:** English**243. Leveraging Digital Literacy to Enhance Cultural Competence****Session: 8** **Gramercy East**

After a discussion defining cultural competence and digital literacy, the presenter will introduce several websites and applications that can be used for gathering and presenting cultural information. The presenter will next show how effective use of those websites during instruction can also lead to a broad range of assessments. Examples of student work will be presented that demonstrate understanding of and ability to communicate effectively about the target language cultural products, practices and perspectives. Finally, the presenter will elicit ideas and strategies from attendees that can ensure the effective utilization of tools that both promote digital literacy and enhance cultural competence while building communication skills.

**Organizer/Presenter(s):**

Dan Carolin,  
Kennedy High School, Cedar Rapid, IA

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** F**Examples in:** Japanese**Language(s) spoken:** English**244. Best of RI: Proficiency-Based Instruction Using Blended Learning and Grouping****Session: 8** **Gramercy West**

Is your district or school implementing a 1:1 model? Are you looking for new and exciting ways to engage students and implement proficiency-based instruction? This session will introduce you to a variety of tools and practices that can help you achieve these goals. Using models for secondary Spanish 1 through AP, we will focus on how rotational groups and blended learning are effective for proficiency-based instruction. The session will contain lecture as well as a hands-on approach. Attendees are encouraged to bring a device.

**Organizer/Presenter(s):**

Mark DeLuica,  
North Kingstown High School, North  
Kingstown, RI  
Adam Laliberte,  
North Kingstown High School, North  
Kingstown, RI

**Intended Audience(s):** Secondary (6-12)**Keyword:** Professional development**Strand:** General**Examples in:** English**Language(s) spoken:** English

**245. Caribbean Music and Dance Come Alive in French and Spanish****Session: 8** **Gibson**

Emblematic songs and dances with African influence, primarily from Puerto Rico and Martinique, will be presented in Spanish and in French. Attendees will learn about incorporating standards while teaching cultural content as well as various multi-media approaches for project-based learning. Attendees should understand either Spanish or French. There will be time for brainstorming methodology and the incorporation of standards at the end of the hour-long session. Given the current emphasis on themes and cultural knowledge in the French and Spanish AP exams, this presentation will be helpful for any teacher considering ways effectively to teach culture in the vertical high school curriculum.

**Organizer/Presenter(s):**

Polly Duke, Ph.D.,  
Friends Academy, Locust Valley, NY  
Edgar Posada,  
Friends Academy, Locust Valley, NY

**Intended Audience(s):** High School**Keyword:** Culture/Literature**Strand:** C**Examples in:** French, Spanish**Language(s) spoken:** French and Spanish**246. Using the Dramatic Arts in the World Language Classroom****Session: 8** **Clinton**

This is an interactive workshop designed for teachers who are looking to incorporate more theatrical activities into their world language classes. With these activities, students can be encouraged to manipulate the target language while using physical activity and emotional involvement to increase their language proficiency. Participants will have the opportunity to participate in and view examples of the activities as well as discuss ways to adapt/modify the activities to meet students' needs.

**Organizer/Presenter(s):**

Stephanie DeAngelo,  
Somerset Hills School District,  
Bernardsville NJ

**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Strand:** General**Examples in:** French, English, Spanish**Language(s) spoken:** English**247. Harnessing Technology to Achieve Total Immersion in the FL Classroom****Session: 8** **Madison**

We will present strategies to implement blended learning — online and face-to-face — to maximize classroom instructional time and attain proficiency goals for the students. We will present examples of projects using Google Docs/Slides and Quizlet Live. You will learn how to creatively turn a topic into a theme across a continuum. Specific examples of students' work and videos of their presentations will be shown. You will receive written copies of assessment rubrics. This workshop will demonstrate methods that are sure to engage and motivate your students. Participants should bring an open mind and be ready to have fun with a foreign language!

**Organizer/Presenter(s):**

Jayne Ameri & Carlos Avalos,  
Long Island School for the Gifted, South  
Huntington, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Technology**Strand:** General**Examples in:** Spanish**Language(s) spoken:** English**Session 9****248. Top 10 Activities to Liven Up Your Language Class****Session: 9** **Sutton South**

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, websites etc., 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):**

Valérie Greer & Wendy Mercado,  
Bay Shore Middle School, Bay Shore, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** General**Examples in:** French, Spanish**Language(s) spoken:** English**249. Literary Connections Through Interdisciplinary Topics****Session: 9** **Sutton North**

This presentation will explore ways in which literary works in the original or in translation can enhance the curriculum by providing links to other disciplines. Examples will include mainly French works, such as Proust and Bergson with the psychology of memory, the film "Hiroshima mon amour" and science, the poetry of Baudelaire and art, Senghor with history and sociology. Works applicable to various levels of language competency will be included. The presenter will indicate advantages for works in the original as well as in translation, using curriculum materials from experience in both areas, including team-taught courses. The presentation will include student responses and discussion by participants.

**Organizer/Presenter(s):**

Sr. Mary Helen Kashuba,  
Chesnut Hill College, Philadelphia, PA

**Intended Audience(s):** Postsecondary**Keyword:** Connections/Comparisons**Strand:** C**Examples in:** French**Language(s) spoken:** English and French**250. Moving Beginners From Interpretive to Interpersonal Communication Using Graphic Organizers****Session: 9** **Sutton Center**

Getting students to speak with their classmates in the target language at the novice level may be difficult. This session presents strategies and interactive tasks that engage students while in the interpretive mode of communication, focusing their attention in target language input using graphic organizers, and preparing them to create and respond to questions via teacher-student and student-student interactions. Examples will be provided in Spanish and materials will be shared via handouts and an electronic folder.

**Organizer/Presenter(s):**

Carolina Bustamante, Ph.D.,  
State University of New York at Old  
Westbury, Old Westbury, NY

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Strand:** C**Examples in:** Spanish**Language(s) spoken:** English

**251. Best of NY: Don't Just Read About Culture, Live it!****Session: 9****Beekman**

Do you wish you had more time for culture in the classroom? Why not make it a key integrated component of your unit? Learn how to plan units around cultural experiences that simulate real life in the target culture, from a *quinceañera* celebration to a virtual trip to Santiago, Chile. Students will feel like they are just playing, while they develop their communication skills in a cultural context and create memories they'll want to write about. Participants of this workshop will receive handouts with sample unit plans and then brainstorm ideas to implement in their own classrooms.

**Organizer/Presenter(s):**

Jennifer Fuller,  
Homer Junior High, Homer, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Culture/Literature**Strand:** General**Examples in:** Spanish**Language(s) spoken:** English**252. A Differentiated Learning Model in World Languages****Session: 9****Regent**

Although a course may be labeled with a particular level, the range of abilities and readiness in each class spans a continuum. Through a station-rotation model and leveled reading groups, our district is implementing a differentiated learning model where struggling students are given the scaffolds and supports they need, and advanced learners are given challenges through enrichment with the goal of growth for all. We will illustrate how this blended model can be applied to the world language classroom and share examples of tiering of authentic text, assignments, and writing prompts that provide rigor to all students.

**Organizer/Presenter(s):**

Leslie Grahm,  
Howard County Public Schools, MD

Carol Schlaefli,  
Howard County Public Schools, MD

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** D**Examples in:** Multiple**Language(s) spoken:** English**253. Sponsored Session: Personalized Children's Books in English and Spanish****Session: 9****Bryant**

Iván Cortázar (Spain) is an award-winning filmmaker. He collaborated with his mother, a fine artist and illustrator, and his five-year-old son to create the new app series "Yuri and The Flying Squid," a personalized, multilingual children's book app that fosters creativity and love for the environment. Flying Squid is fully functional in both English and Spanish, with professional narrations and allows children from all over the world (of any gender or race) to personalize the hero of the story to their liking, and even record their own narration. Iván is raising his children in a trilingual family (Spanish, English and Korean) in New York City. He uses his apps to nurture rich dialogue and experiences between him and his children.

**Organizer/Presenter(s):**

Iván Cortázar,  
The Flying Squid, New York, NY

**Intended Audience(s):** Elementary**Keyword:** Diversity**Strand:** General**Examples in:** English, Spanish**Language(s) spoken:** English and Spanish**254. Moving on Up: Strategies for Deepening Skills and Content Knowledge****Session: 9****Nassau East**

In many language programs, the same themes and topics recur throughout the curriculum, even as the classroom and technologies continue to evolve. Within smaller programs, or when teaching multiple levels and/or the same student audience, instructors need to develop strategies for revisiting these themes in ways that encourage the development of critical thinking, and in ways that connect and re-connect these strands to the standards. In this session we will provide examples of how to revisit themes such as food, housing and school systems with increasing content and richness as students' language proficiency builds. Presenters share teaching materials, activities and successful strategies.

**Organizer/Presenter(s):**

Jennifer Peterson,  
University of Minnesota, Twin Cities, MN  
Gisela Hoecherl-Alden,  
Boston University, Boston, MA

**Intended Audience:** High School & College**Keyword:** Instructional strategies**Strand:** General**Examples in:** German**Language(s) spoken:** English**255. Venture Out of the Classroom: Collaboration Among Three Language Classes****Session: 9****Nassau West**

This session is designed to share a collaborative project in different language classes of Chinese, Japanese, and Korean. The three East Asian language lecturers conducted a project where students explored their target language and culture on and around the campus and created a web magazine, "Venture out of the classroom," in their target languages. In-depth reports of the process and results of the projects will be presented and discussed. Also, the panel will examine the advantages and challenges in using project-based learning to teach a foreign language, and the important roles of instructors in conducting a joint project in multiple language classes.

**Organizer/Presenter(s):**

Kayo Nonaka,  
Eunju Na,  
Xiaohong Hou,  
New York University, New York, NY

**Intended Audience(s):** Four-year College/University**Keyword:** Connections/Comparisons**Strand:** General**Examples in:** Chinese, Japanese, Korean**Language(s) spoken:** English**256. The Case of Teaching Culture in the Spanish Language Classroom****Session: 9****Murray Hill East**

Participants in this interactive session will learn about frameworks for designing and assessing project-based units, discuss sample projects used by the presenters and then break out in small teams to draft, pitch and vote for the best project from the audience. This session will address the representation of Hispanic cultures in the Spanish language (ELE) classroom. Starting from the premise that textbooks often offer a stereotyped or outmoded view of the Hispanic cultures, presenters will demonstrate various teaching strategies (e.g. text annotation, a rap contest, a virtual museum with QR codes), for the renewal of cultural content focusing on the selection of materials and technologies for information and communication (TIC).

**Organizer/Presenter(s):**

Lissette Soto, Mariana San Martin, and  
Ana Yáñez Rodríguez,

Massachusetts Institute of Technology,  
Cambridge, MA

**Intended Audience:** High School & College**Keyword:** Instructional strategies**Strand:** General**Examples in:** Spanish**Language(s) spoken:** English and Spanish

**257. Inspiring Novice Language Learners to Speak and Write****Session: 9 Murray Hill West**

Many early language learners and novice-level students are hesitant to speak. Other students have never heard their own voices in English, not to mention a new language. These activities, apps and websites will encourage speaking. Novice learners will be inspired to demonstrate their new skills with recordings and/or written personal correspondences such as postcards and invitations, poems, cartoons, comics, story maps, storyboards, stories, and short videos. Writings and recordings presented may be saved and shared, or linked with the class or community via a webpage, class newspaper, blog, Edmodo, or Google Drive or Classroom. All technology and traditional activities will encourage personal expression and creativity.

**Organizer/Presenter(s):**

Charlene Sirlin,  
Croton-Harmon UFSD, Croton-on-Hudson, NY

**Intended Audience(s):** Middle School**Keyword:** Technology**Strand:** F**Examples in:** French, Chinese, Spanish**Language(s) spoken:** English**258. Creating a Cultural Lens With a 360-Degree Perspective****Session: 9 Gramercy East**

Let your students explore the world in 360 degrees! Use 360-degree fly videos or create your own to use in class. These videos allow your students to make their own connections with the target culture in virtual reality. Observe how the video camera functions and is uploaded to YouTube. Examine essential questions, curricular materials, and the many projects you can try in class. Think of the possibilities of having students connect videos to Google Cardboard. Videos along with lessons will be shared with participants.

**Organizer/Presenter(s):**

Carmen Campos,  
The Dalton School, New York, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Technology**Strand:** F**Examples in:** Spanish**Language(s) spoken:** English**259. EXHIBITOR SESSION: Proficiency in the Three Modes: Building Communicative Competence Through Authentic Tasks****Session: 9 Gramercy West**

Today's students are expected to leave high school college- and career-ready. In the world language classroom, this translates into the ability to communicate effectively in the interpersonal, interpretive and presentational modes. In this interactive session, participants will see how the use of authentic resources and real-world communicative tasks will increase engagement and enhance communicative competence. Participants receive samples and prizes!

**Organizer/Presenter(s):**

Barbara Jones, Ph.D.,  
Santillana USA Publishing

**Intended Audience(s):** Secondary (6-12)**Keyword:** Curriculum**Strand:** Exhibitor Session**Examples in:** Spanish**Language(s) spoken:** English**260. Preparing Tomorrow's Global Citizens: Standards and Competencies****Session: 9 Gibson**

What do the 4 C's of the NEA/P21, the 5 C's of ACTFL's world readiness standards, and your classroom have in common? In an increasingly global world, teaching a language is more than drills and flashcards. We are expected to cultivate cultural competency for (mis)understood peoples, encourage comparison with (un)known cultures, and connect to our local community and the world. How can we include these philosophies, encourage higher order and critical thinking skills, and stay true to our curriculum? Using examples from ACTFL's globally engaged programs, take a few moments to process all that is being asked of world language teachers and discuss how to integrate it into a lesson plan, the year's curriculum, and K-12 language study.

**Organizer/Presenter(s):**

Béckie Rankin,  
Lexington High School, Lexington, MA

**Intended Audience(s):** Secondary (6-12)**Keyword:** Culture/Literature**Strand:** C**Examples in:** French**Language(s) spoken:** English**261. Mead Project: Community-Engaged Teaching in a Predominantly White, English-Speaking Area****Session: 9 Clinton**

2016 Mead Fellow: The community-engaged project "Niños y niñas bilingües y biculturales," forged through a partnership between the YMCA-Duquesne Child Development Center and the Dept. of Modern Languages at Duquesne University, combined the learning goals of two upper-level courses with the positive impact of learning a foreign language at an early age. College students worked cooperatively in groups to develop a 3-week program on basic vocabulary, geography, history, and cultural features of several Spanish-speaking countries for monolingual preschool children, ages 3-5. Reflective essays from students and surveys from parents confirmed the positive and substantial impact of the program on children, college students, and parents.

**Organizer/Presenter(s):**

Lucía Osa-Melero, Ph.D.,  
Duquesne University, Pittsburgh, PA

**Intended Audience(s):** Four-year College/University**Keyword:** Communities/Workplace**Strand:** General**Examples in:** Spanish**Language(s) spoken:** English**262. Tech, Target Language, and Sub Plans!****Session: 9 Madison**

We all made sub plans to be present today for this conference. What is happening in those classes right now? Students are passively watching movies, crunching through grammar packets, and undoubtedly speaking in English. Bleh! Let's blow up our preconceived notions about what can be accomplished when we're gone! How might we use technology and out-of-the-box thinking to create meaningful sub plans that allow students to remain in the target language for world language classes? Design Thinking will be used to collaborate with fellow educators and present ideas to creatively engage students using technology to use the Target Language and experience meaningful development in our absence! All are welcome!

**Organizer/Presenter(s):**

Amber Berry,  
St. Luke's School, New Canaan, CT

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Strand:** General**Examples in:** Several**Language(s) spoken:** English**263. Mentor Scholarship Winner Debrief Session: 9 New York Suite 4th Floor**

This is a closed meeting for Mentor Scholarship Program winners and their mentors.

## Session 10

**264. Bringing the Arab World to the Classroom****Session: 10** **Sutton South**

This session explores the challenging task of bringing the real Arab World to the classroom. The challenge facing a good Arabic teacher is to destabilize cultural and academic constructs. What to choose or cover? How to find a common ground among many Arabic speaking cultures in a world where a tense and conditioned political discourse dominates? Linguistics, the main theoretical framework for most Arab pedagogues and textbooks authors, brings the world and its languages to the lab, while a cultural literacy approach to Arabic as L2 should take Arabic to the world and bring the world back to the classroom. Cultural venues from the internet and from ethnographic real-life experiences with Arab speaking communities will be discussed.

**Organizer/Presenter(s):**

Rajaa Chouairi, Ph.D.,  
John Baskerville, Ph.D.,  
U.S. Military Academy, West Point, NY

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

**Keyword:** Instructional strategies

**Strand:** General

**Examples in:** English, Arabic

**Language(s) spoken:** English

**265. Fostering Intercultural Competence Through Student-Centered Projects in Intermediate Spanish****Session: 10** **Sutton North**

The intermediate Spanish-language curriculum typically includes oral exams, textbook segments on culture and written tests that foreground grammar precision. These elements are not particularly effective at engaging the majority of ACTFL's world readiness standards. This presentation reports on several student-centered, active-learning alternatives to these traditional components that target four of the standards in concrete ways. We show how a series of new activities (cultural workshops, experiential learning partners, Instagram projects) improved students' communication skills in Spanish, as well as developed their intercultural competency and increased their participation in multilingual communities both within and beyond the classroom.

**Organizer/Presenter(s):**

Bridget Franco, Ph.D.,  
Helen Freear-Papio, Ph.D.,  
College of the Holy Cross, Worcester, MA

**Intended Audience:** High School & College

**Keyword:** Curriculum

**Strand:** C

**Examples in:** Spanish

**Language(s) spoken:** English

**266. Starting Off On the Right Foot****Session: 10** **Sutton Center**

Want students to run to class because they can't wait to see what you're going to share with them and what they'll be doing that day? Rethink your typical warmup drill — this kind of motivation speaks to relevance, enthusiasm, curiosity, focus, and fun. And with so many authentic resources available to us now, starting our lessons off on the right foot has never been easier or more motivating. This session will introduce you to 13 types of authentic resources to use as lesson introductions and will give you the top 10 ways to use them across proficiency levels in the three modes of communication.

**Organizer/Presenter(s):**

Deborah Espitia,  
Educational Consultant, Lewes, DE

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

**Keyword:** Instructional strategies

**Strand:** C

**Examples in:** Spanish, French

**Language(s) spoken:** English

**267. Assessing What Counts: A Principled Approach to Performance Assessment****Session: 10** **Beekman**

While the use of performance assessments in language classrooms is now a well-accepted practice, there is an ongoing need to ensure we are assessing what "counts." This session offers language teachers a principled approach to assessing their students' language ability. Specifically, participants will learn how insights from research in language testing can inform the development of performance assessments in the classroom and provide a framework for evaluating, promoting, defending, and arguing for the overall usefulness of these assessments. After attending this session, teachers will feel more confident when communicating with relevant stakeholders (parents, administrators, etc.) about student outcomes.

**Organizer/Presenter(s):**

Scott Grapin,  
New York University, New York, NY

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

**Keyword:** Assessment

**Strand:** General

**Examples in:** Several

**Language(s) spoken:** English

**268. Piecing Together the Proficiency Puzzle****Session: 10** **Regent**

It can be so challenging to determine how well our students are doing in our language classes. What kind of feedback is most effective for language learners? How can we best assess our students' proficiency in both language and culture? In this session we will explore elements of backward design, the use of rubrics, standards-based and performance assessments and self-assessments using the can-do statements and portfolios. Resources and assessment examples will be provided.

**Organizer/Presenter(s):**

Lori Langer de Ramirez,  
The Dalton School, New York, NY

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

**Keyword:** Assessment

**Strand:** D

**Examples in:** English, Spanish, French

**Language(s) spoken:** English

**269. Post-Mao Chinese Rock & Roll****Session: 10** **Bryant**

Popular music 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 Post-Mao Chinese Rock & Roll 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 popular music as a topic for a content-based language and culture course.

**Organizer/Presenter(s):**

Ginger Lin,  
Bennington College, Bennington, VT

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

**Keyword:** Culture/Literature

**Strand:** General

**Examples in:** Mandarin, English

**Language(s) spoken:** English

**270. Language Lessons Through Avant-Garde Art****Session: 10** Nassau East

Enrich language instruction with Italian futurism and German expressionism! While fascination with speed, light, machines and experimentation with language was typical of Boccioni, Balla, Filippo and Benedetta Marinetti, expressionist painters like Kirchner, Macke and Marc practiced an impulsive, sensuous approach to art and life, longing for harmony with nature. Despite their differences, these artists shared a naïve enthusiasm for war, a startling discovery for 21<sup>st</sup>-century students. The possibilities for language instruction are manifold, including games, oral and written discussion, and creative responses in the form of logos, manifestos, poems and film skits, not to mention the added possibilities of intercultural events.

**Organizer/Presenter(s):**

Beate Alhadeff,  
Boston University, Boston, MA  
Dr. Claretta Tonetti,  
Boston University, Boston, MA

**Intended Audience(s):** Four-year College/University**Keyword:** Culture/Literature**Strand:** General**Examples in:** German, Italian**Language(s) spoken:** English**271. Building Teacher Leaders: Research, Reflections, and Practices for Leading Change****Session: 10** Nassau West

This session will inspire educators to become leaders in our profession and recognize that their voices and contributions make a difference. Teachers are leaders with important formal and informal roles that are leveraged for student learning. This session will address three ways that empower teachers to be leaders of change in their districts and states. Leaders use research to grow as lifelong learners, engage in collegial, not just congenial, dialogues to improve practices and understand that sharing is a moral imperative to create change. The session will be highly interactive and an opportunity to share learning, since the true work of leaders is to take risks and share the journey to bring about change.

**Organizer/Presenter(s):**

Lea Graner Kennedy,  
Stonington Public Schools, Stonington, CT  
Greta Lundgaard,  
Plano, Texas ISD, Plano, TX

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Professional development**Strand:** General**Examples in:** Spanish, French, German**Language(s) spoken:** English**272. Teaching Little Kids With Comprehensible Input****Session: 10** Murray Hill East

You must start somewhere. What words do we teach? How can we manage the energy? How can we keep the new language comprehensible? How do we make the children feel successful? I will share some home-run stories, practical ideas, and tried-and-proven lessons with a particular focus on comprehensible input with young children.

**Organizer/Presenter(s):**

Catharina Greenberg,  
Far Brook School, Short Hills, NJ

**Intended Audience(s):** Elementary**Keyword:** Instructional strategies**Strand:** General**Examples in:** French**Language(s) spoken:** English**273. Online Courses in a University Foreign Language Curriculum: What Possibilities?****Session: 10** Murray Hill West

This presentation will review best practices as well as the possibilities for teaching French (or Spanish) in an online environment at the university level. For-profit online universities, evolving traditional student preferences, and budgetary difficulties — as well as questions relating to access, adult learners, practicality, and degree completion — all have changed the face of higher education and redefined our perspectives on online education. In this light, we will review possible strategic planning for online delivery and the foreign language classroom, and consider challenges.

**Organizer/Presenter(s):**

Catherine Danielou, Ph.D.,  
University of Alabama at Birmingham,  
Birmingham, AL

**Intended Audience(s):** Four-year College/University**Keyword:** Instructional strategies**Strand:** General**Examples in:** French, Spanish**Language(s) spoken:** English**274. Evaluating Digital Environments for Interactive L2 Reading****Session: 10** Gramercy East

Digital glossing tools are found to be most effective when images, videos, lexical and contextual clarification, and definitions in context are provided. Popular digital glossing sites, such as Readlang, Lingua.ly, and Annotext allow readers to choose from a variety of levels of difficulty for their readings, and provide annotations in various forms in both English and in the target language. The following presentation will highlight the features of digital glossing tools and map these tools to standards-based instruction. The talk will also present Project TALOS, a prototype developed at Marist College that sets out to provide a reading environment designed around research on vocabulary acquisition theory and ACTFL's performance descriptors of interpretive reading.

**Organizer/Presenter(s):**

Kevin Gaugler, Ph.D.,  
Laura Gardner,  
Marist College, Poughkeepsie, NY

**Intended Audience(s):** Four-year College/University**Keyword:** Technology**Strand:** F**Examples in:** Spanish, French, Italian**Language(s) spoken:** English**275. Best of GWATFL: Differentiated Instruction in the Foreign Language Classroom****Session: 10** Gramercy West

Differentiated Instruction provides students with choices or learning options based on their readiness, interests and learning styles. In this session, I will be sharing the journey of the differentiated classrooms at Norwood School. This approach has been a challenge, but a great one. I will share strategies, lesson plan ideas for differentiation, tier assignments, extension menus, choice boards, etc. Participants are invited to participate in an informal panel to discuss the benefits and challenges in implementing differentiated instruction in the Foreign Language classroom. Come to learn about the topic! I invite participants to bring samples of lesson plans or activities that they have tried in their classroom to share with the group.

**Organizer/Presenter(s):**

Karen Adamson,  
Norwood School, Bethesda MD

**Intended Audience(s):** PreK-8**Keyword:** Instructional strategies**Strand:** General**Examples in:** Several**Language(s) spoken:** English and Spanish

**276. À mon avis? Structuring a Unit to Encourage Discussion****Session: 10****Gibson**

This presentation aims to provide fellow language teachers with a guide to planning a thematic unit that gives students the skills, language, and confidence to lead their own Harkness discussion. Additionally, this session will provide an array of interactive activities to build spoken expression among students and prepare students to express their ideas. The session will demonstrate how to generate useful thematic vocabulary, choose issues that students are interested in, and develop project ideas to prepare for a final discussion.

**Organizer/Presenter(s):**

Rebekah Skoog,  
Tilton School, Tilton, NH

**Intended Audience(s):** High School**Keyword:** Instructional strategies**Strand:** C**Examples in:** French, English**Language(s) spoken:** English**277. The Modern Polyglot Movement: Motivated Students and Autodidacticism****Session: 10****Clinton**

Today in their free time, motivated students of all ages are active in language groups on Facebook, WhatsApp, and a variety of other online arenas. On Facebook, for example, students as young as 13 flock to many thousands of groups — for polyglots, French, Russian, Chinese, Slavic languages, Swahili, Lakota — everything! Children from around the world chat multilingually, watch music videos and TV series from other countries, and share language tips while developing international friendships. Through a better understanding of these thriving extracurricular linguistic activities, teachers can more effectively engage, challenge, and inspire students of varying abilities and interest levels in their classrooms.

**Organizer/Presenter(s):**

Ellen Jovin,  
Words & Worlds of New York, NY

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Professional development**Strand:** General**Examples in:** English**Language(s) spoken:** English**278. Open-Mindedness and Cultural Competence: Worldly Instruction for All****Session: 10****Madison**

Just because they signed up for your language class doesn't mean they are internationally open-minded. Help students learn about the world's languages, cultures, and contributions in meaningful ways. Learn about activities and daily strategies that help to make students receptive to others and even more eager to learn about the countries where they speak your target language. Make your classroom into a worldly classroom by celebrating all students' heritages and watch your students mature into global thinkers. Students will want to continue to take your class. The bridges you build will help them make connections in their communities, and they will come and tell the class about it. The effect is exponential!

**Organizer/Presenter(s):**

Effie Hall,  
Loudoun Co. Public Schools, Ashburn, VA

**Intended Audience(s):** Secondary (6-12)**Keyword:** Diversity**Strand:** General**Examples in:** English, German, Spanish**Language(s) spoken:** English**279. Closing Plenary Session****4:30–5:30 p.m.****Sutton North, Center and South**

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, “Strengthening World Language Education: Standards for Success: What have we learned?” we will highlight findings from the six strands and share our visions for continuing the professional conversation as we return to our respective home institutions.

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# 2017 NECTFL Awards



## THE NORTHEAST CONFERENCE BROOKS AWARD FOR OUTSTANDING LEADERSHIP IN THE PROFESSION

Thekla Fall  
Pittsburgh Public Schools, Retired



Dr. Thekla Fall has made outstanding contributions to the profession, not only in Pittsburgh, but in Pennsylvania and beyond. Dr. Fall applied for and was awarded approximately two million dollars in state and federal funding. She was able to expand the world languages program from three languages to six languages including Chinese, Japanese and Italian. Thekla has developed and implemented the nation's first district-wide, online, oral proficiency assessment system. The passion, dedication, insight, and thoughtfulness Thekla brings to her work serves as a model for future leaders. The Brooks

Award recognizes the exceptional leadership Thekla provides to our field, which is remarkable for its professional integrity and unflagging dedication. Her name on the list of recipients will further enhance the prestige of this award.

## THE NORTHEAST CONFERENCE JAMES W. DODGE FOREIGN LANGUAGE ADVOCATE AWARD

Carnegie Library of Pittsburgh



The Carnegie Library of Pittsburgh was nominated by PSMLA because it has become a language learning destination in southwestern Pennsylvania. Carnegie Library's flagship program, Let's Speak English, provides an easy-going environment for participants to strengthen their English skills, connect to resources available and become part of a community. Many of these ESL participants have volunteered their time to teach Arabic, Chinese, French, German, Italian, Japanese, Korean, Russian and Spanish classes. The robust and free foreign language program that has stemmed from

this ESL program is unique in that it is free and open to everyone in the region. The library's language classes have impacted more than the volunteers. Over 4,000 language learners have had the joy of learning, meeting people and forming friendships all through learning languages.

## THE STEPHEN A. FREEMAN AWARD FOR BEST PUBLISHED ARTICLE ON TEACHING TECHNIQUES

Dr. Tony Houston, Bryant University



Tony Houston's article "Managing Depth and Breadth in the Business Spanish Course", published in *Hispania*, Volume 98, Number 4 in December 2015, provides a framework for developing a business Spanish curriculum that allows for customization in order to make the learning personally meaningful to the students while at the same time reflecting best practices in second language acquisition, communicative language teaching, mindfulness, task-based and learner-centered instruction. Tony includes insights as to how to create evidence that serves as an assessment of language proficiency as well as content mastery. He offers concrete examples of curriculum design, teaching/learning techniques and assessment, along with rubrics to navigate the complicated balance between depth and breadth of content knowledge. Tony's

article can serve as an invaluable tool to an instructor who is developing a business Spanish course.

*Please join us as we honor this year's award winners!*

*Friday, February 10, 2017*

*6:30 - 8:00 p.m. in Regent*

# 2017 NECTFL Mead Fellows

with support from SANS Inc.

**Sally Rivard**  
VFLA



**Building a Sustainable Professional Support Program for World Language Educators**

The goal of my Mead Proposal is to create, implement and participate in a grass-roots, sustainable professional support program for Vermont world language teachers. In order to attract, grow and keep world class language teachers, I believe we must provide opportunities for collegueship and mentoring to those who are new to the profession, new to the job or new to an instructional strategy. There is no official support provided by the state of Vermont. New and/or struggling world language teachers may reach out to a colleague – who provides what support he/she can; but it is often too little, too late. Through my proposed Professional Support Program, the VFLA will be in the unique position of being able to provide a mechanism for member-to-member support. Through the use of technology (Skype, FaceTime email, social media to name a few), my project represents a potentially innovative contribution to language instruction in that teachers can receive the help they need when they need it. My proposed VFLA Professional Support Program has the potential to make a significant contribution to the success of world language teachers and programs in our state.

*Sally Rivard is a teacher of French, currently serving as Secondary Instructional Coach at the Lake Region Union High School in Orleans, VT.*

**Cynthia Hodgdon**  
NHAWLT



**Student Collaboration in the Classroom - How to Develop and Assess this 21<sup>st</sup> Century Skill**

All schools, colleges, and the workforce agree that a well-rounded person must be able to collaborate in today's society. The Co-Learn list serve has noted 44 benefits to student collaboration including promotion of leadership skills, creation of social support systems, the recognition of different learning styles. Ted Dintersmith and Tony Wagner, in their book, *Most Likely to Succeed*, state that "the critical skills young adults need in the twenty-first century for careers in the world of innovation, and for responsible citizenship, are the very skills the school years eviscerate." (2) This shows that there is a need. In this project, I would first like to define collaboration among students a little bit more. It is a relatively new 21<sup>st</sup> century skill that schools want to be sure their students have, but there is little research or practice out there to show how this can be done. Second, the project would create a bank of possible activities with rubrics to showcase assessment. It will also explain why collaboration is so necessary and encourage language classes to start in level 1 with easier activities and progress all the way up to AP classes with true authentic assessments. Third, there would be examples of rubrics to help assess collaboration. My project would be helpful to all schools who are moving towards 21<sup>st</sup> century skills. It will help them determine a way to assess them.

*Cynthia Hodgdon is a teacher of German at Conval High School in Peterborough, NH.*

**Maureen Lamb**  
CT COLT



**Latin and ancient Greek teachers are often the only teachers of that subject at their school, and, as a result, less experience teachers do not always have support from**

colleagues and resources that they need. This project will provide some of the support needed for Classics teachers through the creation of a hub website with resources such as helpful Classics teacher websites and blogs, AP and IB Latin resources, useful Classics Youtube videos, online programs such as Operation Lapis and Magistrula, professional development opportunities, and links to helpful social media about Classics such as Facebook, Twitter, and Google+ communities. Eventually, the hub would expand with webinars, screencasts, and social media connections with organizations and resources for Classics teachers. There would also be online mentoring to create connections for less experienced Classics teachers to experienced teacher mentors. Classics teachers would be reached through e-mail, Twitter, Facebook, Google Hangout, and other uses of academic technology. Once this hub is in place, it would be a resource for college and university Classics programs for students interested in teaching Classics, for Latin and Ancient Greek teachers in public and private schools, and for Classics and Language teacher associations.

*Maureen Lamb is a teacher of Latin and Ancient Greek at Westminster School in Simsbury, CT.*

## 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 Teacher of the Year Finalists 2017



**Kristin Parker Gillett**, a German teacher and the Massachusetts Foreign Language Association Teacher of the Year, is “engaging and engaged, relevant, perceptive, enthusiastic, direct, supportive and clear,” a parent letter stated. Kristin is a talented workshop presenter, curriculum designer, exchange program organizer and a strong believer that language learning helps students gain the ability to understand diverse others. Kristin wrote that: “To learn another language is to catch a glimpse of what life is like for those who are different from you.” In her instruction, Kristin seeks real life relevance and application. Kristin exemplifies best practices, lifelong learning and real world connections as she inspires her students to gain global competencies and connections.



**Robert Hall**, the Pennsylvania State Modern Language Association TOY nominee, is a dedicated language educator whose desire to personalize his lessons for his students gets him into school at 5:30 a.m. and keeps him there hours after the school day ends. To enliven classes, Bob incorporates popular French music, movies and authentic films and clips. In this way, Bob notes that students learn effortlessly, “without realizing they are learning.” Colleagues note that this exemplary teacher’s work is characterized by care and the ability to “meet students where they are.” Robert Hall is a credit to the profession.



**Caleb Howard**, the Foreign Language Educators of New Jersey Teacher of the Year, has opened up his classroom to educators from his district and all around the world to spread the belief that we can and must teach world language classes in the target language. Caleb wants to saturate society with globally competent individuals who are able to communicate with and appreciate diverse others. In order to do this, Caleb has created successful strategies that help educators reduce the vocabulary they use in class while pairing their input with visuals, actions, and activities that make it easy to understand the target language. Caleb is “completely dedicated to elementary language learning” as well as to mentoring colleagues.



Whether she is helping students design a Roman tombstone, interpret ancient manuscripts or create scenes from a Roman wedding, **Maureen Lamb**, the Connecticut Council of Language Teachers, Teacher of the Year, is passionate about fostering creativity and engagement in her Latin students. Maureen is a strong advocate for membership in professional organizations such as NECTFL because teachers gain support while learning about the many professional opportunities and possibilities in the field. “Being a teacher isn’t about being an island,” she said, “If you don’t know, you can’t try.” Maureen Lamb brings a wealth of knowledge, energy and enthusiasm to the world language profession.



**Amber Sheffler**, a Nationally Board Certified Spanish teacher and Maryland Foreign Language Association’s Teacher of the Year, is a world language leader who demonstrates passion and enthusiasm for the Spanish language and culture. Amber designs compelling curriculum, training materials and innovative teaching methodologies to encourage student engagement. An avid traveler, community service volunteer, and active promoter of youth empowerment, Amber promotes “human solidarity and compassion” in her language classes. Amber sees cultural awareness as a crucial part of how we communicate across cultural and linguistic barriers because, “communication is not simply about learning another language; it is a bridge. Amber’s core belief in “the acceptance and welcoming of the diversity of people,” provides a powerful exemplar of an outstanding world language professional.



**Cynthia Teixeira**, the Rhode Island Foreign Language Association Teacher of the Year, is a passionately committed French teacher whose student-centered classroom incorporates real world scenarios and diverse instructional methodologies. For Cynthia, it is important to encourage students to be persistent and willing to make mistakes, and to collaborate “with the utmost respect for one another,” she stated. “I chose to become a language teacher because I enjoy...making an essential difference in young people’s lives.” Cynthia is well known in for enthusiastically embracing 21<sup>st</sup> century skills, for her advocacy for the world language education profession and her tireless dedication to students. The expression *joie de vivre* aptly expresses Cynthia’s exciting and dynamic practice.

# 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	1985	<b>James E. Alatis</b> Georgetown University	2002	<b>Robert J. Ludwig</b> NYS AFLT
1969	<b>Nelson H. Brooks</b> Yale University	1986	<b>Robert Lado</b> Georgetown University	2003	<b>Frank W. Medley</b> Jr. West Virginia University
1970	<b>Harry L. Levy</b> Fordham University	1987	<b>Mary P. Thompson</b> Glastonbury (CT) Public Schools	2004	<b>Martha G. Abbott</b> Fairfax County (VA) PS
1971	<b>Robert G. Mead</b> University of Connecticut	1988	<b>Leo Benardo</b> New York City PS	2005	<b>Ray Clifford</b> Defense Language Institute
1972	<b>Freeman Twadell</b> Brown University	1989	<b>Dora Kennedy</b> Prince George's County (MD) Public Schools	2006	<b>Riordan Kathleen</b> Springfield (MA) PS
1973	<b>Emma Birkmaier</b> University of Minnesota	1990	<b>Ann Beusch</b> Maryland State DOE	2007	<b>Stephen L. Levy (ret.)</b> Roslyn NY Schools
1974	<b>Donald D. Walsh</b> Northeast Conference	1991	<b>Helen Warriner-Burke</b> Virginia State DOE	2008	<b>Eileen W. Glisan</b> Indiana University of Pennsylvania
1975	<b>Theodore Andersson</b> University of Texas	1992	<b>Sandy Jean McIntyre II</b> Morgan State University	2009	<b>Marjorie Hall Haley</b> George Mason University
1976	<b>Wilmarth H. Starr</b> New York University	1993	<b>Dorothy James</b> Hunter College	2010	<b>Yu-Lan Lin</b> Boston Public Schools
1977	<b>Kenneth W. Mildenberger</b> Modern Language Association	1994	<b>Eleanor Jordan, , Emerita</b> Cornell University	2011	<b>Gregory Duncan</b> InterPrep, Inc.
1978	<b>Howard Lee</b> Nostrand University of Washington	1995	<b>Earl W. Stevick, Emeritus</b> Foreign Service Institute,	2012	<b>Richard Brecht</b> CASLS
1979	<b>Dwight Bolinger</b> Harvard University	1996	<b>Edward D. Allen, , Emeritus</b> Ohio State University	2013	<b>Heidi Byrnes</b> Georgetown University
1980	<b>Richard I. Brod</b> Modern Language Association	1997	<b>Ronald A. Walton</b> National Foreign Language Center (posthumous award)	2014	<b>Gladys C. Lipton</b> National FLES* Institute
1981	<b>Laurence Wylie</b> Harvard University	1998	<b>Helene Zimmer-Loew</b> AATG	2015	<b>Charlotte E. Gifford</b> Greenfield Comm. College
1982	<b>Lorraine A. Strasheim</b> Indiana University	1999	<b>June K. Phillips</b> Weber State University	2016	<b>Laura Franklin</b> No. Virginia Comm. College
1983	<b>James R. Frith</b> Foreign Service Institute	2000	<b>Protase E. Woodford</b> Educational Testing Service (ret.)		
1984	<b>Wilga M. Rivers</b> Harvard University	2001	<b>Edward C. Scebold</b> ACTFL		

## NECTFL Awards Ceremony

*Friday, February 10, 2017*

*6:30 – 8:00 p.m.*

*Regent*

*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,</b> <b>Tamara Root</b> Hamline University		<b>Kimmaree Murday</b> Indiana U. – Purdue U. Indianapolis
1970	<b>Frank Otto</b> Ohio State University	1986	<b>Charlotte Cole</b> <b>Floy Miller</b> Walpole (MA) High School	2007	<b>Teresa Pica</b> Penn Graduate School of Education
1971	<b>Michael Agatstein</b> Wheatley School	1989	<b>Jay Siskin</b> Northwestern University	2008	<b>Bonnie Adair-Hauck</b> U. of Pittsburgh
1973	<b>H. Ned Seelye</b> <b>J. Lawrence Day</b>		<b>Emily Spinelli</b> U. of Michigan at Dearborn		<b>Eileen W. Glisan</b> Indiana U. of PA
1974	<b>Robert J. Elkins</b> <b>Theodore B. Kalivoda</b> <b>Genelle Morain</b> University of Georgia	1990	<b>Robert Terry</b> University of Richmond		<b>Keiko Koda</b> Carnegie Mellon U.
1975	<b>Thomas P. Carter</b> Dalhousie University	1991	<b>Marva Barnett</b> University of Virginia		<b>S. Paul Sandrock</b> WI Dept. of Public Instruction
1977	<b>Christina Bratt Paulston</b> <b>Howard R. Selekmán</b>	1998	<b>Elizabeth Knutson</b> U.S. Naval Academy		<b>Elvira Swender</b> ACTFL
1978	<b>I.S.P. Nation</b> Victoria University	1999	<b>Olenka Bilash</b> University of Alberta	2009	<b>Jason J. Goulah</b> DePaul University/Concordia Language Villages
1979	<b>Diane W. Birckbichler</b> Ohio State University, <b>Alice C. Omaggio</b> ERIC Clearinghouse on Languages & Linguistics	2001	<b>Anita Vogely</b> SUNY Binghamton	2011	<b>Lina Lee</b> University of New Hampshire
1981	<b>James M. Hendrickson</b> Lansing Community College	2002	<b>Linda Quinn Allen</b> Iowa State University	2014	<b>Maximilian Aue</b> <b>Peter Höyng</b> <b>Marianne Lancaster, Hiram</b> <b>Maxim</b> <b>Caroline Schauman</b> Emory University
1982	<b>Claire Kramsch</b> Mass. Institute of Technology	2003	<b>Terry A. Osborn</b> University of Connecticut		<b>Cynthia Chalupa</b> <b>Heiko ter Haseborg</b> West Virginia University
1983	<b>Heidi Byrnes, Stefan Fink,</b> <b>Aureila Roman</b> Georgetown University	2004	<b>Bonnie Adair-Hauck and</b> <b>Richard Donato</b> University of Pittsburgh	2015	<b>Mary Caitlyn Wight</b> SUNY Geneseo
1984	<b>Renate A. Schulz</b> University of Arizona	2005	<b>Wynne Wong</b> Ohio State University		
		2006	<b>Bill VanPatten</b> U. of Illinois at Chicago <b>N. Ann Chenoweth</b> U. of Texas – Pan American	2016	

## 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</b> <b>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>Robert Orrill</b> The College Board	2009	<b>Luma Mufleh</b> Fugees Family
1986	<b>Hon. Christopher J. Dodd</b> Senator from Connecticut	1998	<b>Ken O'Keefe</b> , Allegheny College	2010	<b>J.W. Marriott, Jr.</b> Marriott International
1987	<b>Hon. J. William Fulbright</b> former Senator from Arkansas	1999	<b>Sesame Street, Children's</b> <b>Television Workshop</b>	2012	<b>J. David Edwards</b> J NCL/NCLIS
1988	<b>Hon. Claiborne Pell</b> Senator from Rhode Island	2000	<b>Hon. Richard Riley</b> former Governor of South Carolina, Sec. of Education, U.S. DOE	2013	<b>Hon. Jack Markell</b> Governor of Delaware
1989	<b>The Southern Governors</b> <b>Conference</b>	2001	<b>L. Jay Oliva</b> President, New York University	2014	<b>Clay Pell</b> Deputy Assistant Secretary of Education, U.S. DOE
1990	<b>Leonard A. Lauder</b> President and CEO, Estée Lauder, Inc.	2002	<b>Barbara Turlington</b> American Council on Education	2015	<b>Diane Rehm</b> <i>The Diane Rehm Show</i>
1991	<b>Scott McVay</b> Executive Director, Geraldine R. Dodge Foundation	2003	<b>Ann M. Copland</b> Senior Exec. and Legislative Asst., Sen. Cochran (R-MS)		
1992	<b>Hon. Lois G. Pines</b> State Senator for Middlesex and Norfolk District, MA				

# NECTFL Advisory Council 2017\*



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

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Cheryl Berman, SAU District 50  
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Michael R. Cave  
Gisela Cordero-Cinko, Christian Brothers Academy  
Keith Cothrun, AATG  
Robert R. Daniel, St. Joseph's University  
Margarita Dempsey, Smithfield HS  
José Díaz  
Polly Duke, Friends Academy  
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Martine Howard, Camden County College  
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Amanda Seewald, FLENJ  
Sarah Steverman, Rhode Island Foreign Language Assoc.  
Dali Tan, CLASS  
James Wildman, CT Council of Language Teachers

**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 1/19/2017

**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 same 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 March 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, contact 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 December 26, 2016)

Total articles received	188
Total published	87 (46,28%)
Total rejected/withdrawn	100 (53.19%)
Total out for first review	1 (0.53 %)

Managing Editor, Articles Editor

## A Message from the 2018 Chair



Dear NECTFL friends and colleagues,

Welcome to the 2017 Northeast Conference! I hope you will find this year's program to be engaging, informative, energizing and inspirational. Please take time to give us feedback on those sessions and conference activities and opportunities that you find most helpful and enriching and do not hesitate to let us know how better we can serve you in upcoming conferences.

I will have the great honor of serving as the Conference Chair for the 64th edition of the Northeast Conference next year from February 8 - 10. We will once again be at the New York Hilton Midtown. The theme of next year's conference will be, *Unleashing the POWER of Proficiency*.

In the thirty years since the release of the first version of the ACTFL Proficiency Guidelines (1986) the community of world language teachers and leaders has worked to assemble all the tools to fully realize a research-supported path for practitioners to facilitate the ongoing development of proficiency for all learners. The theme of NECTFL 2018, *Unleashing the POWER of Proficiency*, invites participants to explore in depth the implications of making the development of communicative proficiency the primary goal and motivation of our work and to examine in detail the tools that will help achieve that goal. These tools include the ACTFL Proficiency Guidelines, the *World Readiness Standards for Learning Languages*, the *ACTFL/NCSSFL Can Do Statements*, the *ACTFL/NCSSFL Can Do Statements for Intercultural Communication* and the Integrated Performance Assessment (IPA) protocols. The recently articulated ACTFL Core Practices crystalize key research-supported principles to effectively promote proficiency-based learning.

I'm pleased to announce that Dr. Eileen Glisan, who played a key role in the development and articulation of the ACTFL Core Practices, will deliver the keynote address. Dr. Glisan, along with her colleague and collaborator, Dr. Judith Shrum, wrote one of the major texts that has helped to shape a generation of language teachers in their *Teacher's Handbook*, now in its fifth edition.

Please consider proposing a session for next year's conference. Ten session proposals which directly address the conference theme will be identified as Featured Sessions and will be highlighted in the program. Proposals can be submitted at: <http://www.nectfl.org/conference/>.

Enjoy your 2017 NECTFL Conference experience and I hope that we will see you once again for the 2018 Northeast Conference.

Bill Heller

# 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
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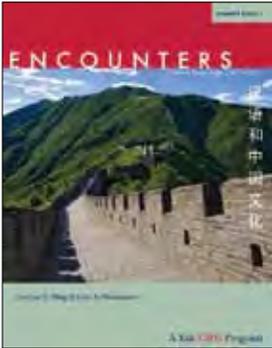
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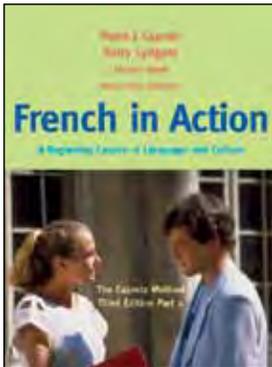
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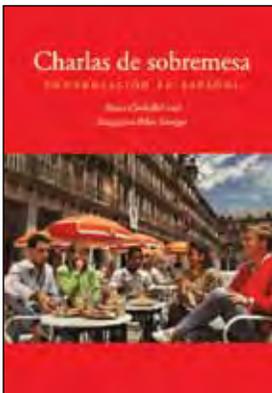
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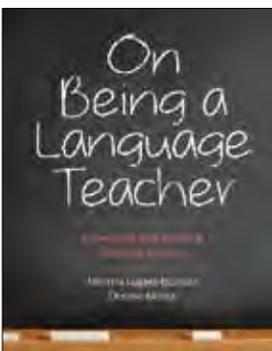
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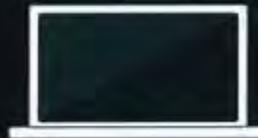


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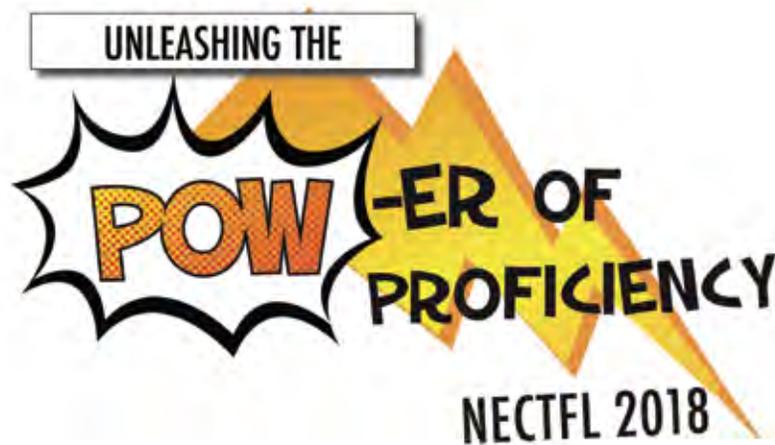
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