

UNLEASHING THE

POW

**-ER OF
PROFICIENCY**

NECTFL 2018

64th Annual

**Northeast Conference on the
Teaching of Foreign Languages**

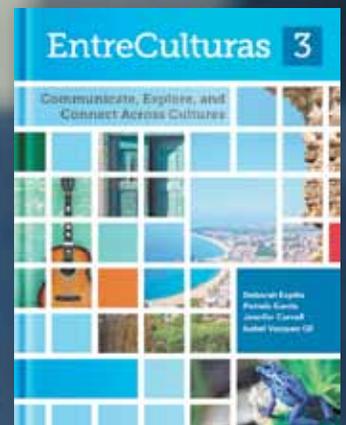
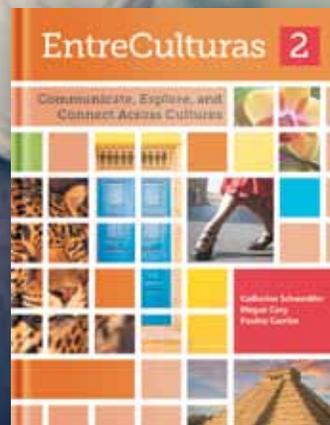
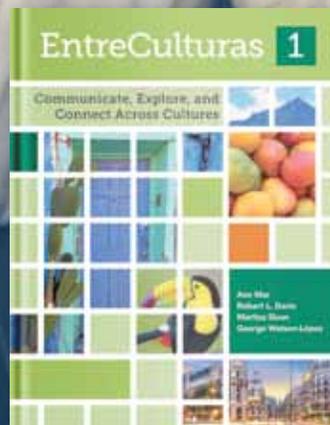
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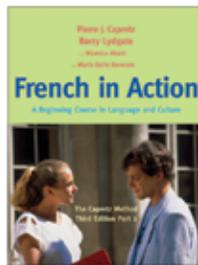
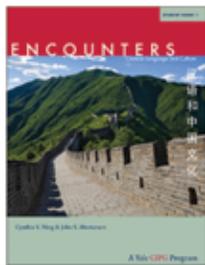
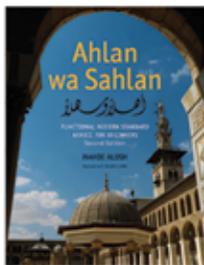
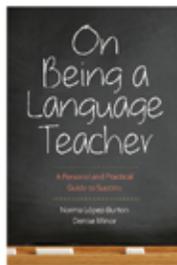


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Edited by Peter C. Patrikis

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Newly Elected Class of '22 (terms begin July 1, 2018)

Cynthia Chalupa, Ph.D.
West Virginia University (WV)



Cynthia Chalupa began her career as Assistant Director of Ohio's Collaborative Articulation and Assessment Program, through which she worked with high-school teachers to develop a seamless transition between

secondary and post-secondary language programs. Since 2001, she has worked at WVU, where she teaches all levels of language and culture as well as foreign language methods, acts as an advisor to undergraduate and graduate students, and trains both teacher candidates and Graduate Teaching Associates.

Assessment work has been a continuous thread throughout Dr. Chalupa's career. She has served on the College Board AP Language Commission, on the advisory board for the ACTFL/ETS Praxis II Exam, and as a member of the ACTFL/DLI Standards Setting Commission. She has written items for the ETS PRAXIS II exam and is a certified ACTFL OPI interviewer. She has been a member of the AATG National German Exam Advisory Board for five years, the last two of which as co-chair. She is currently a member of the AP German Language and Culture Development Committee and spearheads the assessment projects of WVU's World Languages Department. She is an AATG TrainDaF fellow (class of 2003) and has served as President, Vice-President, and Awards and Testing Chair of the West Virginia-AATG.

Dr. Chalupa has published on literature and culture as well as world language pedagogy. Her publications include articles on Rilke, Trakl, ETA Hoffmann, mountaineering and German identity, international TA training, assessment development, and the link between motivation and autonomous learning choices. She has co-authored a teacher's handbook on the use of live television programming in the classroom and *Neue Blickwinkel*, an intermediate textbook, now in its second edition. She has presented at a wide variety of regional, national, and international conferences, including ACTFL, CSCTFL, NECTFL, GSA, NEMLA, KFLC, among others.

Based on her love of teaching, Dr. Chalupa has taken students to Germany on a study abroad program for the past twelve years and established internships for students to allow them to experience professional life abroad. Based on her love of teaching and dedication to it, she has been honored with two Outstanding Teacher awards at WVU.

Catherine Ritz, Ed.D.
Boston University (MA)



Catherine Ritz is the Director of Modern Foreign Language Education and a Clinical Assistant Professor at the Boston University School of Education. A National Board Certified Teacher, she began teaching almost

15 years ago as a high school French and Spanish teacher and has since taught every level from 6th grade to AP French. Catherine was most recently the Director of World Languages in Arlington Public Schools (MA), where she developed advanced cinema courses in French and Spanish, launched national world language honor societies, and piloted the Seal of Biliteracy. Under Catherine's leadership, Arlington P.S. was the recipient of the AATF Outstanding French Program Award with Honors in 2016. Catherine also oversaw the growth and development of the Mandarin language program in Arlington. A strong believer in multilingualism, Catherine sought grants from the *Centro Attività Scolastiche Italiane* to reinstate the Italian language program in Arlington in 2013, and was also awarded a number of other small grants, providing funding for professional development, technology integration, vertical alignment, and training in differentiated instruction.

Catherine has served on the executive board for the AATF Eastern MA chapter, and joined the board of directors for the Massachusetts Foreign Language Association (MaFLA) in 2012. In her service to MaFLA, Catherine was the conference chair (2014), president in (2015–2016), and now serves as the MaFLA programming coordinator. Seeing a need for a more focused and collaborative form of professional development in her state, Catherine developed the MaFLA Proficiency Academy. This 4-day, teacher-centered, hands-on event has brought in top presenters and has helped spread proficiency-based teaching across the state. A regular presenter herself, Catherine has led sessions and workshops at AATF, ACTFL, MaFLA, NHAWLT, and FLENJ (upcoming), and a webinar for NNELL.

Catherine holds a B.S. from Boston University, an M.A. in TESOL/Foreign Language Education from New York University, an A.L.M. in Foreign Language Literature & Culture from Harvard University, and an Ed.D. in Curriculum & Instruction from Texas A&M University.

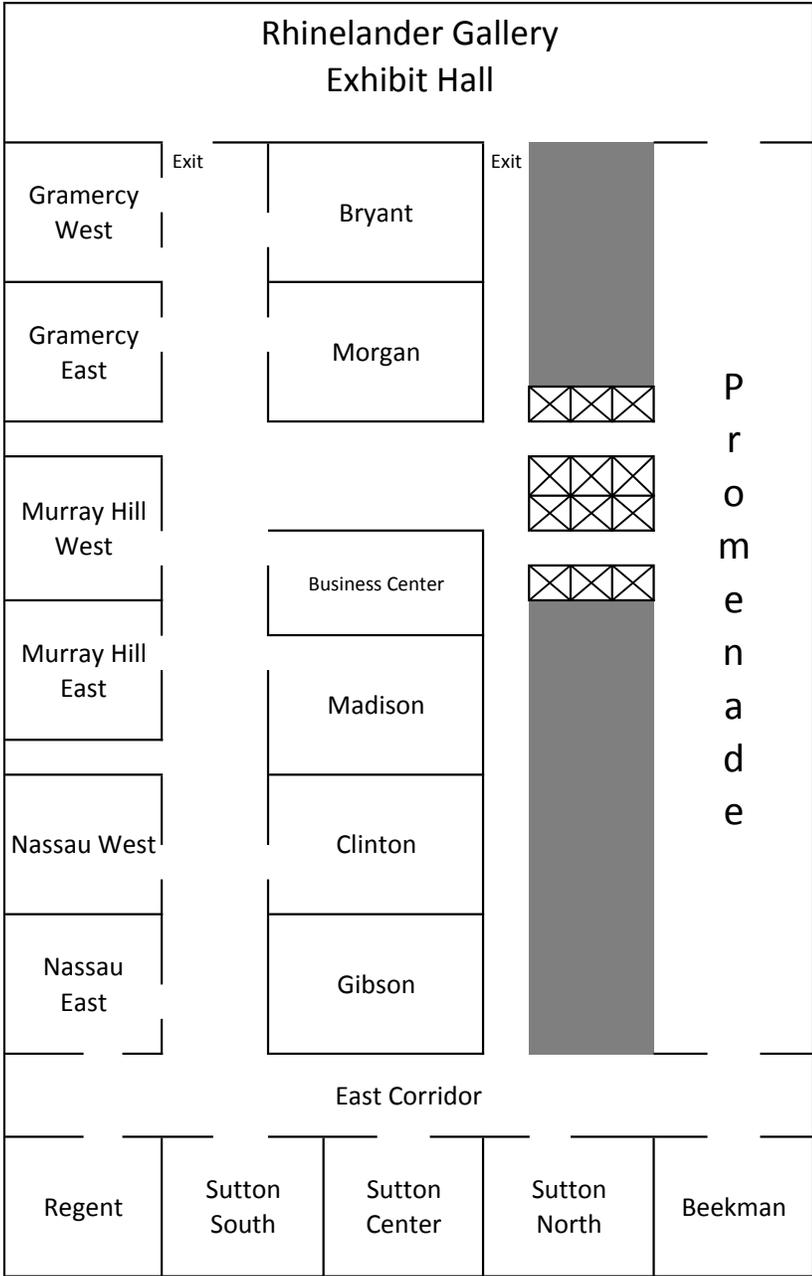
James Wildman,
Glastonbury Public Schools (CT)



James Wildman is the head teacher for the Glastonbury Public Schools' Foreign Language Department in Connecticut. He is in his twelfth-year teaching Spanish at Glastonbury High School, where he has

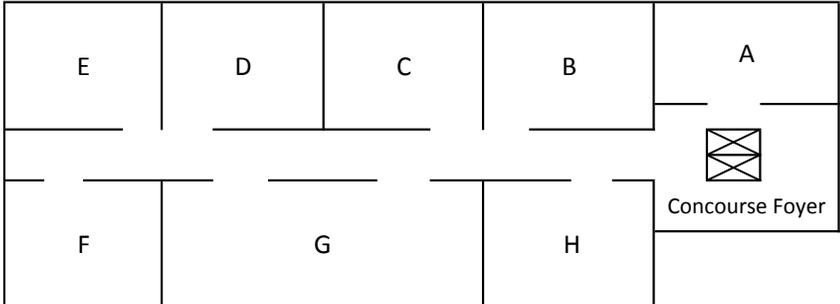
taught Spanish 1-6. James holds both a Bachelors from the University of Connecticut in Spanish Education, and a Masters in Curriculum and Instruction, along with a Masters in Educational Leadership from Sacred Heart University. He has served as an advisor to the classes of 2013, 2014 and 2019, along with the school district's Foreign Language Honor Societies, Model UN, and Be the Key, a \$100,000 winner of State Farm Insurance's "Celebrate My Drive" safe teen driving contest. He also coordinates the district's two Spanish Exchange programs, giving an average of 30 students per year the opportunity to both host and travel abroad to Spain, to use the skills they learn in their Spanish classes each day. James has also served for eleven years as the program director for the Glastonbury Public Schools' Discover Chinese and Discover Russian STARTALK Programs, managing two grants for the Department of Defense's critical language capacity-building programs. He has served on the board of directors for the Connecticut Council of Language Teachers (CT COLT), where he currently serves as president. During the spring of 2017 legislative session, he worked with a diverse group of legislators and educators to help pass the Seal of Biliteracy, which will be offered to students beginning with the graduating class of 2018. James has served on two ACTFL award committees for the ACTFL/Leo Benardo Award for Innovation in K-12 Language Education and the ACTFL Award for Excellence in Foreign Language Instruction Using Technology with IALLT (K-12). He is a regular presenter at state, local and national conferences on a wide variety of topics, including, student engagement, technology in the world language classroom, and assessment and grading. He is the recipient of the CT COLT Pegasus Pride Award and the 2015 Distinguished Service Award for outstanding contributions to the world language field.

New York Hilton Midtown – Floor Plan Second Floor



Concourse Level

Take the escalator to the Main Lobby, then the elevator or stairs down to the Concourse Level



A Message from the 2018 Chair



Dear Friends,

On behalf of the Board of Directors and Executive Director, John Carlino, I'm honored to welcome you to the 64th Northeast Conference on the Teaching of Foreign Languages in the heart of Midtown Manhattan. From fourteen states and the District of Columbia we gather to celebrate our common passion for languages and cultures and our common calling to share the gift of language proficiency and intercultural competence. It is our hope that these will be days of learning, sharing, collaboration, empowerment and inspiration.

The theme for this year's conference emerged from the desire to elevate, celebrate and honor the teaching profession and to focus on the process of developing language proficiency. In selecting the theme, ***Unleashing the P^{OW}er of Proficiency***, we invite world language educators to tap into their inner superhero and understand their language proficiency, pedagogical expertise, intercultural experiences and interpersonal skills as the superpowers that they are. Not only do we use our superpowers for good, but our real strength is rooted in our desire to pass on these superpowers to others. In doing so, we promote universal values of respect, diversity, empathy, tolerance and peace and help learners experience the joy that language proficiency and the adventure that discovering other cultures can bring.

We are pleased to welcome Dr. Eileen Glisan, co-author of the groundbreaking *Teacher's Handbook*, as our keynote speaker. In articulating the ACTFL Core Practices, Dr. Glisan gives us a framework by which we can understand our professional practice and a lens through which we can examine and interpret many of the other topics that will be considered in workshops, sessions, roundtables and labs throughout the conference.

Each of the ten conference sessions will include a featured presentation, selected and recognized for its direct relevance to elaborating the conference theme. In addition, you'll find "Best of" sessions selected to represent many of our state conferences, along with sessions reporting on projects done by recipients of the NECTFL Mead Fellowship. I also invite you to spend some time checking out the latest instructional resources assembled in our exhibit hall, brought to us by our many vendors, whose participation supports the cost of the conference. Feel free to share your discoveries with colleagues through social media using the hashtag #nectfl18.

Thank you for choosing the Northeast Conference to be part of your personal professional development plan this year. It is our sincerest wish that this conference helps you grow in your professional practice and inspires you to continue to use your superpowers for good.

Sincerely,

Bill Heller
NECTFL Chair, 2018

64th Annual Northeast Conference Program Overview

THURSDAY, FEBRUARY 8

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

FRIDAY, FEBRUARY 9

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

SATURDAY, FEBRUARY 10

7:00–8:00 a.m.	NADSFL/NCSSFL Breakfast Meeting
8:00 a.m.–5:30 p.m.	Conference Registration
8:00 a.m.–1:30 p.m.	Conference Exhibit Hall Open
8:00–9:00 a.m.	Session 6
8:00–9:00 a.m.	Past Chairs Breakfast Meeting
9:00–9:45 a.m.	Exhibit and Coffee Break
9:45–10:45 a.m.	Keynote Address and General Session
11:00 a.m.–12:00 p.m.	Session 7
12:00–1:30 p.m.	Lunch, Exhibit, and Coffee Break
12:00–1:15 p.m.	Advisory Council Meeting and Luncheon
1:30–2:30 p.m.	Session 8
2:45–3:45 p.m.	Session 9
4:00–5:00 p.m.	Session 10

Conference Schedule at a Glance

Start Time	Thursday, February 8			Start Time	Friday, February 9	Start Time	Saturday, February 10	
7:00				7:00		7:00		
7:15				7:15		7:15	NADSFL/NCSSFL	
7:30				7:30		7:30	Breakfast Meeting	
7:45				7:45		7:45		
8:00				8:00		8:00	Session 6	
8:15				8:15		8:15	&	
8:30				8:30		8:30	Past Chairs Breakfast Meeting	
8:45				8:45		8:45		
9:00				9:00	Session 1	9:00		
9:15				9:15		9:15	Dedicated Exhibit Time	
9:30	Three-hour Ticketed Workshops		Six-hour Ticketed Workshops	9:30	Dedicated Exhibit Time	9:30		
9:45				9:45		9:45	Keynote Address & General Session	
10:00				10:00		10:00		
10:15				10:15		10:15		
10:30				10:30		10:30		
10:45				10:45		10:45		
11:00				11:00	Session 2	11:00		
11:15				11:15		11:15	Session 7	
11:30				11:30		11:30		
11:45				11:45		11:45		
12:00				12:00	Lunch Break, and Dedicated Exhibit Time	12:00	Lunch Break and Exhibit Time	Advisory Council Meeting and Luncheon
12:15				12:15		12:15		
12:30				12:30		12:30		
12:45				12:45		12:45		
1:00	State Leaders Luncheon and Meeting		Six-hour Ticketed Workshops	1:00	Session 3	1:00		
1:15				1:15		1:15		
1:30				1:30		1:30		
1:45				1:45		1:45		
2:00				2:00		2:00		
2:15				2:15		2:15		
2:30				2:30	Dedicated Exhibit Time	2:30		
2:45	Three-hour Ticketed Workshops		Six-hour Ticketed Workshops	2:45	Session 4	2:45		
3:00				3:00		3:00		
3:15				3:15		3:15		
3:30				3:30		3:30		
3:45				3:45		3:45		
4:00				4:00		4:00		
4:15				4:15	Session 5	4:15	Session 10	
4:30				4:30		4:30		
4:45				4:45		4:45		
5:00				5:00		5:00		
5:15				5:15		5:15		
5:30				5:30		5:30		
5:45				5:45		5:45		
6:00				6:00	Awards Ceremony and Reception	6:00		
6:15	Board of Directors Meeting and Dinner (5:00–9:00 p.m.)			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		

2018 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 2nd 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 2018 COMMITTEE:

Wilfredo Abrahante, Roslyn Public Schools, NY
Sally Barnes, Pierre Van Cortlandt Middle School, NY
Leslie Berger Port, Toms River Regional Schools, NJ
Tracy Brady, Elmira City School District, NY
Carolina Bustamante, SUNY Old Westbury, NY
Carmen Campos, The Dalton School, NY
Michael Cave, Arlington Catholic HS, MA
Marissa Coulehan, The Dalton School, NY
Jenny Delfini, New Paltz Central School District, NY
Nora Diaz Guevara, New York City DOE, NY
Jennifer Eddy, Queens College, NY
Roxanne Franquelli-Beras, Valhalla Middle School, NY
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Valérie Greer, Bay Shore Middle School, NY
Gala Handler, Great Neck Public Schools, NY
Sam Harb, Lenox Public Schools, MA
Jonathan Hernández, Bay Shore High School, NY

Mary Holmes, New Paltz Central School District, NY
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Lori Langer de Ramirez, The Dalton School, NY
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Jennifer Schwester, Brick Township High School, NJ
Carol Shaw, Brick Township High School, NJ
Vania Sitruk, Horace Greeley High School, NY
Beth Slocum, Genesee Community College, NY
Dali Tan, Northern Virginia Community College, VA
Alexis Thornton, Putnam Valley High School, NY
Harry Tuttle, Onondaga Community College, NY
Meredith White, Gwinnett Co. Public Schools, GA

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!



*Please help us extend
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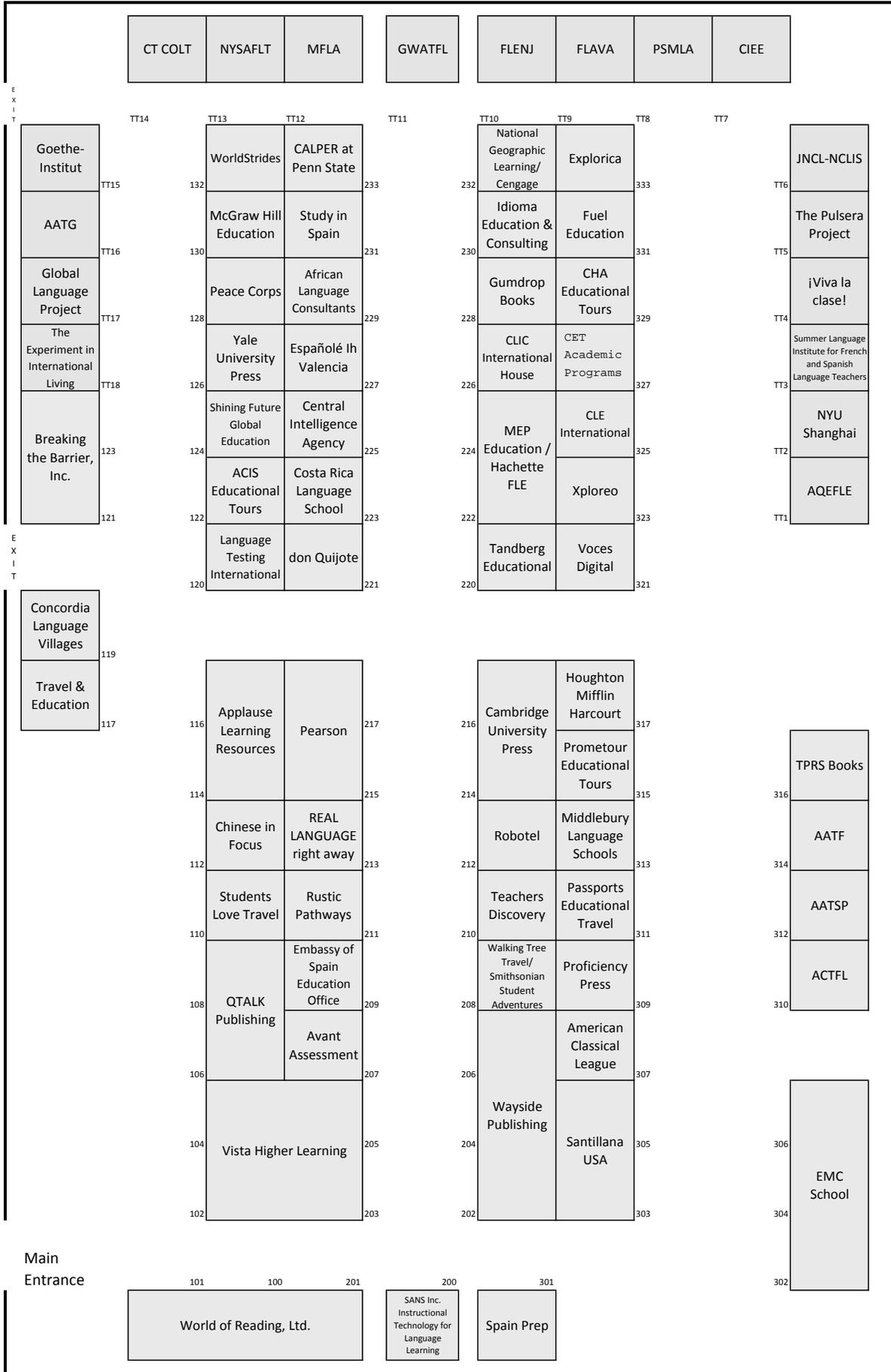
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American Association of Teachers of French 114

http://frenchteachers.org Jayne Abrate
aاتف@frenchteachers.org (815) 310-0490

The AATF provides services to help our members promote French and develop and defend programs at all levels. The AATF publishes the French Review and the National Bulletin, sponsors the Grand Concours, National French Honor Society, and National French Week, holds an annual convention, and produces a wide variety of teaching and promotion materials.

American Association of Teachers of German TT16

http://www.aatg.org info@aatg.org
Keith Cothrun (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 312

http://aatsp.org spainelong@aatsp.org
Sheri Spaine Long (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 Classical League 307

http://www.aclclassics.org Sherwin Little
info@aclclassics.org (513) 529-7741

The American Classical League is dedicated to serving the needs of teachers of Latin, Greek and Classical Humanities at all levels. Need a Latin teacher? We can help.

American Council on the Teaching of Foreign Languages 310

http://www.actfl.org headquarters@actfl.org
Genevieve Borello (703) 894-2900

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

Applause Learning Resources 114

http://applauselearning.com Michael Pollack
info@applauselearning.com (800) 277-5287

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AQEFLE TT1

http://www.aqefle.com info@aqefle.com
Élisabeth Veilleux (418) 832-6244

L'Association québécoise des écoles de français langue étrangère regroupe quatre universités et cinq collèges qui font du Québec la destination privilégiée pour l'apprentissage du français en Amérique. Les écoles membres de l'AQEFLE offrent une gamme complète de services de formation : cours et programmes universitaires, accueil d'étudiants de niveau secondaire, programmes d'immersion de printemps et d'été, pour adultes et adolescents.

Avant Assessment 207

http://www.avantassessment.com
mike.reynolds@avantassessment.com
Mike Reynolds (412) 736-2557

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Breaking the Barrier, Inc. 121

http://www.tobreak.com info@tobreak.com
Tammy McGraw (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 233

http://calper.la.psu.edu calper@psu.edu
Gabriela Appel (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 214

http://www.cambridge.org/
elt.edu.admin@cambridge.org

Samantha Radovich (212) 337-5058
As one of the world's leading World Language publishers, Cambridge University Press offers market-leading courses and supplementary materials for learners of Spanish and Latin. We continue to lead the way in the development of new materials for teachers and students across a range of platforms, including online, and mobile apps.

Central Intelligence Agency 225

http://cia.gov mariati0@ucia.gov
Maria I (703) 374-1995

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CHA Educational Tours 329

http://www.cha-tours.com info@cha-tours.com
Tina Falcione (800) 323-4466

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Chinese in Focus 112

http://www.chineseinfocus.org (781) 740-0545
sraswanson@yahoo.com Kathy Swanson

Chinese in Focus is an innovative textbook series designed for middle and high school students, levels 1 through 4. Language is taught through cultural lessons; the author uses stories, legends, traditions and customs to inspire curiosity and motivate the learner. It is a comprehensive language series that includes textbooks, workbooks, assessment programs, animation, flashcards and website resources.

Directory of Exhibitors

CIEE TT7
<https://www.ciee.org/go-abroad/high-school-study-abroad> (207) 553-4000
 Sophie Veilleux hsabroad@ciee.org
 A nonprofit, nongovernmental organization, CIEE is the country's oldest and largest nonprofit study abroad and intercultural exchange organization. Since 1947, CIEE has helped thousands of people gain the knowledge and skills necessary to live and work in a globally interdependent and culturally diverse world by offering the most comprehensive, relevant, and valuable exchange programs available.

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<http://www.cle-international.com>
 mbegouin@cle-inter.com +33 1 72 36 30 53
 Jean-Luc Wollensack
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CLIC International House 226
<http://www.clic.es> marketing@clic.es
 Daria Polygalova (954) 502-1310
 +34 954502131
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Concordia Language Villages 119
<http://www.ConcordiaLanguageVillages.org>
 clv@cord.edu
 Renee Christensen (800) 222-4750
 Concordia Language Villages provides immersion education experiences in 15 world languages for over 8500 youth and adults. Our youth participants represent all 50 of the United States and 32 countries. We offer one-, two-week, and four-week high school credit sessions throughout the summer, the latter being equivalent to one year of language instruction.

CT COLT TT14
<http://www.ctcolt.org> president@ctcolt.org
 James Wildman (860) 334-4595
 The Connecticut Council of Language Teachers (CT COLT) promotes, advocates for and fosters the teaching and learning of World Languages and Cultures. We support, guide and connect educators, students, policy makers and the public through professional development, scholarship and collaborative initiatives.

Costa Rica Language School 223
<http://www.villasriomar.com> +506 2787-0053
 mauro@villasriomar.com Mauro Esquivel
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don Quijote 221
<http://www.donquijote.org/es/>
 morgan.dominguez@donquijote.org
 Morgan Dominguez +34 91 594 37 76
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Embassy of Spain - Education Office 209
<http://www.mecd.gob.es/eeuu> (202) 728-2335
 consejeria.usa@mecd.es Alberto Garcia
 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 302
<http://www.emcp.com> educate@emcp.com
 Laura Getzke (800) 328-1452
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Españolé Ih Valencia 227
<http://www.espanole.es> info@ihvalencia.com
 Cristina Navarro +34 963530303
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Explorica 333
<http://explorica.com> info@explorica.com
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FLAVA TT9
<https://flavaweb.org/> Sue Robertson
 suerobertson753@gmail.com
 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.

FLENJ TT10
<http://www.flenj.org> manager@flenj.org
 Nathan Lutz (908) 555-1212
 FLENJ supports the community of world language professionals by advancing policy and practice. FLENJ envisions a New Jersey of multilingual global citizens who collaborate and connect to the world as a result of meaningful world language experiences.

Fuel Education 331
<http://fueleducation.com> (855) 977-8452
 stcole@fueleducation.com Barbara Jones
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Global Language Project TT17
<http://www.glpny.org> info@glpny.org
 Michelle Paradies (646) 756-8075
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Goethe-Institut TT15
<http://www.goethe.de/newyork>
 teacherservice@newyork.goethe.org
 Olga Liamkina (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, seven 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.

Directory of Exhibitors

Gumdrop Books 228
<http://www.gumdropbooks.com>
 Jim.Hopper@gumdropbooks.com
 Jim Hopper (800) 821-7199

Gumdrop Books provides fiction and non-fiction books to school and public libraries plus classrooms throughout the United States and 35 countries. Our Global Solutions division focuses on providing resources to support language learning programs to both primary and secondary educational institutions. Current materials support Arabic, French, Spanish, Mandarin and Russian.

GWATFL TT11
<http://www.gwatfldc.org>
 president@gwatfldc.org Luis Deocares

THE Greater Washington Association of Teachers of Foreign Language, The Value of Foreign Language Development in the Washington D.C. and surrounding areas for over 30 years.

Houghton Mifflin Harcourt 317
<http://hmhco.com> k12inquiries@hmhco.com
 Lisa Clisham (800) 225-5425

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<http://www.idiomaconsulting.com>
 mwalles@idiomaconsulting.com
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JNCL-NCLIS TT6
<http://www.languagepolicy.org> Maria Pulcini
 info@languagepolicy.org (202) 580-8684

The Joint National Committee for Languages is a 501(c)3 non-profit organization that develops national policy priorities concerning world language education, international education, and the language industry. The National Council for Languages and International Studies, a 501(c)4 sister organization, advocates to the federal government for increased investment and better policies concerning world languages.

Language Testing International 120
<http://www.languagetesting.com> Carl Bennett
 sales@languagetesting.com (800) 486-8444

Language Testing International (LTI) is the testing office of ACTFL, and we conduct thousands of tests for small businesses, Fortune 500 companies, government agencies, and academic institutions. Our clients include Columbia University, The Department of Homeland Security, and Allstate.

MFLA TT12
<http://mflamd.org> Rusty Mumford
 communications@mflamd.org

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

McGraw Hill Education 130
<http://www.mheonline.com> (917) 861-4034
 jean.sinclair@mheeducation.com Jean Brutger

McGraw Hill Education is driven by a vision to help unlock the full potential of each learner. As a learning science company, research and data provide the foundation for the decisions we make, the resources we create and the partnerships we seek to build with educators, schools and colleges and students.

MEP Education/Hachette FLE 222
<http://www.mepeducation.net> (847) 676-1596
 info@mep-inc.net Daniel Eastman

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Middlebury Language Schools 313
<http://www.middlebury.edu/languages> (802) 443-5510
 languages@middlebury.edu Laura Bachand

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National Geographic Learning/ Cengage 232
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 schoolcustomerservice@cengage.com
 Donna Livingstone

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NYS AFLT TT13
<http://www.nysaflt.org> info@nysaflt.org
 John Carlino (716) 836-3130

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NYU Shanghai TT2
<http://shanghai.nyu.edu> (212) 998-4500
 shanghai.admissions@nyu.edu Katie Korhonen

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Passports Educational Travel 311
<https://passports.com> info@passports.com
 Kathleen Mueller (800) 332-7277 or (508) 885-4600

Passports Educational Group Travel partners with teachers across the United States to provide high-quality educational travel experiences to their students. Educational tours visit destinations around the world - primarily France, Italy, England, Spain and Costa Rica - at low, guaranteed prices. Faculty-led group educational tours for high school and college students.

Peace Corps 128
<http://www.peacecorps.gov> (212) 352-5450
 smcbride@peacecorps.gov Shannon McBride

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PEARSON 215
<http://pearson.com> (800) 848-9500
 victoria.kaminski@pearson.com Victoria Stryker

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PSMLA TT8
<http://www.psmla.org> secretary@psmla.org
 Kathy Fegely

The Pennsylvania State Modern Language Association (PSMLA) is a professional association of educators dedicated to the promotion of excellence in the teaching of world languages in the state of Pennsylvania.

Directory of Exhibitors

Proficiency Press 309

<http://proficiencypress.com>
webmaster@proficiencypress.com
Rosemary Haigh (888) 744-8363

Proficiency Press offers fun, communicative, proficiency geared materials including The Teachers' Guides, Student Activity Books, E-chapters and CDs for the novice and intermediate levels of Spanish, French, Italian and German. Materials are aligned with the National Standards for World Languages.

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info@prometour.com Andrea Petrar

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QTALK Publishing LLC 106

<http://qtalk.com> info@qtalk.com
Tiffany Zhang (877) 549-1841

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REAL LANGUAGE right away 213

<http://www.reallanguagerightaway.com>
orders@reallanguagerightaway.com
Denise Clivaz

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Rustic Pathways 211

<http://www.rusticpathways.com> Jared Kahan
groups@rusticpathways.com (800) 321-4353

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<http://www.sansinc.com> sderum@sansinc.com
Stella Derum (877) 285-7729

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Santillana USA 303

<http://www.santillanausa.com/> (305) 591-9522
grosado@santillanausa.com Glenda Rosado

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Shining Future Global Education 124

<http://www.ShiningFutureEducation.org>
info@ShiningFutureEducation.org
Kaise Sun (212) 966-6111

Shining Future Global Education is a U.S.-based nonprofit organization aimed at promoting U.S.-foreign relations among students through cultural exchange programs and foreign language education. We believe that by promoting foreign language education and raising cultural awareness among young people, we can prepare them to become leaders who are well-versed in navigating a rapidly diversifying and interconnecting world.

Spain Prep 301

<http://www.SpainPrep.com> (888) 797-2097
info@SpainPrep.com Rafael Velez-Medina

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care@studentslovetravel.com Robert Delorie

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STUDY IN SPAIN 231

<http://www.Spainedu.org>
studyinspain@comercio.mineco.es
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Summer Language Institute for French and Spanish Language Teachers TT3

<http://www2.sou.edu/academics/summer-language-institute/>
sli@sou.edu
Joanna Steinman (541) 552-6113

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info@tandbergeducational.com
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Directory of Exhibitors

Teacher's Discovery 210

<http://www.teachersdiscovery.com>
help@teachersdiscovery.com
 Steve Giroux (800) 832-2437

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The Experiment In International Living TT18

<http://www.experiment.org> (800) 345-2929
experiment@worldlearning.org Brian Sheffer

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The Pulsera Project TT5

<http://www.pulseraproject.org> (484) 319-7040
pulseraproject@gmail.com Jillian Bonner

The Pulsera Project is a nonprofit organization that educates, empowers, and connects Central American artists with students in more than 1,600 U.S. schools through the sale of colorful handwoven bracelets, or "pulseras" in Spanish. We brighten U.S. schools with art and compelling cultural education while employing nearly 200 artists and investing proceeds to create lasting change in Central American communities.

TPRS Books 316

<http://www.tprsbooks.com> (888) 373-1920
info@tprsbooks.com Mike Coxon

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info@travelandeducation.org
 Patrizia D'Adamo (215) 396-0235

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erina@vocesdigital.com Erin Almeranto

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<http://www.walkingtree.org> (303) 242-8541
info@walkingtree.org Will Loyd

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Wayside Publishing 202

<http://www.waysidepublishing.com>
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requestinfo@worldstrides.com Kelly Bloem

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Xploreo, Inc 323

<https://www.xploreo.com/customcarl@xploreo.c>
 Carl Jaramillo (646) 934-6345

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Yale University Press 126

<https://yalebooks.yale.edu/> (203) 436-8467
language.yalepress@yale.edu Dawn Gerrity

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Organizer/Presenter(s):
 Jessica Haxhi,
 New Haven Public Schools, New Haven, CT

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

Keyword: Curriculum

Examples in: Several

Language(s) spoken: English

2. Leveling Up: Unleash Your Students' Growth in Proficiency
Cancelled **Sutton South**

Help your learners level up! Aiming for higher proficiency is key to growth, but how do we help students reach higher levels of functional ability? Too often, students stick at a given proficiency level, preferring to stay with the safe and easy. By focusing on students' abilities, plus what they will need to perform at the next level, teachers and learners can bridge that gap. This interactive workshop offers concrete strategies to get students unstuck. Learn to build this target-and-support strategy into your curriculum, then brainstorm and develop a wide variety of techniques that move students up the proficiency scale, including scaffolded activities, challenges and incentives, directive feedback, and explicit proficiency targets.

Organizer/Presenter(s):
 Charlotte Gifford,
 Greenfield Community College, MA

Intended Audience(s): High School & College

Keyword: Instructional strategies

Examples in: French, Spanish

Language(s) spoken: English

3. Picture It! Analyzing Art to Move Up the Proficiency Scale (\$100)
9:30 a.m.–4:30 p.m. (6 h.)
Begin in Madison, then off-site/MoMA

After discussing theoretical approaches, participants will develop strategies for integrating art into daily instruction. By sampling successful activities for K-16+ learners, participants will understand how to connect culture to target language instruction, discuss how to measure student performance in Interpersonal Communication and Presentational Speaking, and write assessments to monitor student progress. From here we will walk to MoMA, where participants will have the opportunity to integrate the products, practices and perspectives of their target language and culture into lessons that they develop. Finally we will reconvene as a group to share our approaches.

Organizer/Presenter(s):
 Kathy Fegely,
 Antietam School District, Reading, PA

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

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

Keyword: Instructional strategies

Examples in: German

Language(s) spoken: English

4. What Else Can I Do With Can-Dos? (\$50)
9:30 a.m.–12:30 p.m. (3 h.) **Sutton North**

Can-Do statements, learning goals, functions, and proficiency targets: How do all these things fit together in the design and development of a proficiency-focused learning plan? This workshop explores how linking functions, skills, and content can result in unit performance assessments that chart a path to language proficiency growth. Participants will collaborate in a variety of activities to uncover the connections between these components and harness the power that they bring to instruction and assessment.

Organizer/Presenter(s):
 Greta Lundgaard,
 Independent Consultant, Dallas, TX

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

Keyword: Curriculum

Examples in: English

Language(s) spoken: English

5. Creating Confidence Through Comprehensible Input for the Classics Classroom (\$50)
9:30 a.m.–12:30 p.m. (3 h.) **Sutton Center**

This workshop will explore the use of comprehensible input in the Latin classroom. The presenters, three teachers who have switched to using comprehensible input in their classes, have increased their students' proficiency with this method. All three have found that their students have increased in their proficiency in Latin and ancient Greek, in both their vocabulary acquisition and in their confidence with the language. The presenters will review how to create comprehensible input for students, how to implement this instructional strategy, and what assessments and activities have worked well for them using comprehensible input. Participants will leave with examples of how to transform their teaching through the use of comprehensible input-gearred activities and instructional techniques, and will have a better understanding of why comprehensible input is important and valuable in the Latin and ancient Greek classroom.

Organizer/Presenter(s):
 Maureen Lamb,
 Kingswood Oxford School, W. Hartford, CT

John Bracey,
 Weston Middle School, Weston, MA

Lindsay Sears-Tam,
 Greenwich Academy, Greenwich, CT

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

Keyword: Instructional strategies

Examples in: Latin

Language(s) spoken: English, Latin



6. Creating High-Impact Chinese Instructional Activities Through ACTFL Core Practices (\$50)

9:30 a.m.–12:30 p.m. (3 h.) **Beekman**

More and more Chinese teachers are seeking high-impact instructional practices to advance their students along the proficiency continuum. ACTFL Core Practices provide them with highly efficient and effective tools in achieving such goals. This workshop will start with the description of the Core Practices. The presenters will then use classroom examples to show what these core practices look like when implemented in various proficiency level classes. Participants will also gain experience through hands-on activities focusing on one of the core practices of their choice. This can be used as a foundation for building high-impact instructional activities that will be ready to put into practice.

Organizer/Presenter(s):

Dali Tan, Ph.D., CLASS
Yu Lan Lin, Ph.D. CLASS
Baocai Jia, CLASS
Lucy Lee, Ed.S., CLASS
Carol Chen Lin, Ph.D., CLASS

Intended Audience(s): PreK-12

Keyword: Instructional strategies

Examples in: Chinese

Language(s) spoken: Chinese, English

7. Doorways to Teaching for Proficiency With Comprehensible Input (\$50)

9:30 a.m.–12:30 p.m. (3 h.) **Bryant**

We will review four key principles of teaching for acquisition with comprehensible input (CI). We'll then do a demo of MovieTalk and PictureTalk in French, Spanish, or English, engaging participants around the story at various levels. To debrief, we'll ask how the activity conforms to CI principles, how it develops and exercises basic skills for delivering comprehensible input, how it leads to fluency-building in our students, and to what degree it aligns with core practices. Participants will then have the opportunity to work in groups by language and level to create their own MovieTalk activity from a selection of short video clips. Everyone will leave with access to resources for building their own MovieTalk/PictureTalk lessons, an exposure to key skills for delivering comprehensible input around those resources, and an understanding of where such activities fit in their proficiency-based curriculum.

Organizer/Presenter(s):

Anny Ewing,
Altamira Language Learning,
Chester Springs, PA

Lori Belinsky,
Garnet Valley Middle School, Glen Mills, PA
Leslie Kronemeyer,
Mainland Regional High School, Linwood, NJ

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

Keyword: Instructional strategies

Examples in: English, French, Spanish

Language(s) spoken: English

8. Reading, Writing and Rigor in the World Language Classroom (\$50)

9:30 a.m.–12:30 p.m. (3 h.) **Nassau East**

Teachers attending this workshop will acquire a number of new strategies for incorporating reading and writing in their daily lessons with a focus on rigor and the goal of increasing student use of the target language. Strategies shared will include using short stories, listening comprehension activities, and reading strategies to increase comprehensible input, and therefore student output, while improving the quantity and quality of writing and speaking. Ways to increase student confidence and engagement in using the target language will be of special focus. Participants will leave inspired and prepared to increase their students' use of the target language by incorporating reading and writing into their lessons on a more frequent basis. While this presentation is geared toward middle school or beginner-language teachers, any world language teacher would benefit from this presentation.

Organizer/Presenter(s):

Jennifer Fuenzalida,
Fox Lane Middle School, Bedford, NY

Intended Audience(s): Middle School

Keyword: Instructional strategies

Examples in: Spanish

Language(s) spoken: English

9. PBL Building Blocks (\$50)

9:30 a.m.–12:30 p.m. (3 h.) **Nassau West**

Get hands-on practice designing a Project-Based Learning unit that fits your curriculum, your schedule, and your students. See examples of effective projects from Level I and Level II. Comprehensive project planning will begin with powerful question design and include routines and assessments that engage all three modes of communication, incorporate comprehensible input, meet district and department expectations, and also scaffold a meaningful real-world experience that engages and inspires your students.

Organizer/Presenter(s):

Laura Sexton,
Gaston Early College High School, Dallas, NC

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

Keyword: Instructional strategies

Examples in: Spanish

Language(s) spoken: English

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 or the link at
<http://www.nectfl.org/conference>.



10. Stamping Students' Passports to Proficiency Using AP Themes (\$50)**1:30–4:30 p.m. (3 h.)** **Sutton North**

Are you worried about how your world language curriculum supports student growth and fosters proficiency? Well, if you're one of thousands of AP schools, the AP Global Themes hold the key to moving students along the proficiency continuum. Even without an AP course, the AP themes present a ready-made road map of authentic contexts for true depth of knowledge. In this workshop, attendees will discover how to use themes to inspire units, craft essential questions, spiral vocabulary and create authentic performance tasks that will not only engage students, but help make language programs come alive. Leave with a preliminary set of thematic unit plans, essential questions, and assessment ideas across language levels, modeled on backwards design principles.

Organizer/Presenter(s):

Michael Camp,
Homewood-Flossmoor High School, IL

Intended Audience(s): PreK-16+ (all)**Keyword:** Articulation**Examples in:** English**Language(s) spoken:** English**11. Get Inside Their Heads! How Neuroscience Research Impacts the Classroom (\$50)****1:30–4:30 p.m. (3 h.)** **Sutton Center**

Class time is priceless, so learn how to effectively design the classroom experience to get the most out of your students. Learn from an educator who specializes in brain research and from a 25-year master language teacher on how research can inform pedagogy, ultimately transforming your classroom. This interactive workshop will cover the effective creation of long-term memories and the retrieval and successful use of knowledge across modalities of the target language. By focusing on the most recent brain research and the ACTFL core practices, participants will redesign a lesson through the lens of current neuroscience research, leaving with the tools and knowledge necessary to apply this research to the teaching and learning of language.

Organizer/Presenter(s):

Sara Deveaux,
Loomis Chaffee, Windsor, CT
Scott MacClintic,
Loomis Chaffee, Windsor, CT

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English, French**Language(s) spoken:** English**12. Developing Proficiency and Cross-Cultural Understanding Using French News Videos (\$50)****1:30–4:30 p.m. (3 h.)** **Beekman**

This highly interactive, three-hour workshop will include: a review and discussion of standards and design principles; examples of the facilitators' current practice; hands-on experience using software tools; and collaborative work in small groups to create activities or lesson plans based on news videos in French. The collaborative part of the workshop will end with a debrief, where the groups will present their activities or lessons and receive feedback. We will then suggest ways to "spiral" news reports, combined with other authentic materials, to generate a range of activities that engage students, help them develop insight into the target culture, promote critical thinking and offer ample language practice across different modes. The major goal is for each of the participants to leave the workshop armed with a clear pedagogical framework that they can use to build lessons targeted to their own teaching needs, along with a few concrete and specific ideas about how to use French news videos.

Organizer/Presenter(s):

Robert Daniel, Ph.D.,
Saint Joseph's University, Philadelphia, PA
Chantal Philippon-Daniel,
University of Pennsylvania, Philadelphia, PA

Intended Audience(s): High School & College**Keyword:** Instructional strategies**Examples in:** French**Language(s) spoken:** English**13. Time to Create! (\$50)****1:30–4:30 p.m. (3 h.)** **Bryant**

Did you ever leave a conference with tons of great ideas, but then get back to school only to deal with the aftermath of 3 sub days and never find time to implement or integrate everything you learned? Well, this workshop is for you! In these three hours, we will produce those materials that you've wanted, but have not found the time to make. Using many free applications like Kahoot, Quizlet, Explain Everything, PowerPoint, Pic Kids, Telegammi, Voki, Haiku Deck, Story Kit, Puppet Pals, etc., we will walk you through the process. You will need a Chromebook, laptop and/or iPad, and internet/data. Please note that free WiFi is not provided.

Organizer/Presenter(s):

Carol Shaw,
Brick Township High School, Brick
Township, NJ

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

Intended Audience(s): Secondary (6-12)**Keyword:** Materials**Examples in:** French, Spanish**Language(s) spoken:** English**14. From Performance to Proficiency: Designing Assessments in the Three Modes (\$50)****1:30–4:30 p.m. (3 h.)** **Nassau East**

How can we design tasks using the three modes of communication to move students beyond class performance to higher proficiency? Students often use predictable or forced choice items, maintaining learning patterns that are intolerant of ambiguity, inflexible, and risk-averse. These are conditions that hinder proficiency goals. In this workshop, the presenter will guide participants in task design to solve problems and create products of value beyond the classroom. We will develop specific Can-Do targets that align with the assessment task. Participants leave with templates and implementation tools to continue design work in their schools or for turn-key training of new teachers. This workshop is hands-on and interactive with presentation, examples, and discussion.

Organizer/Presenter(s):

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

Intended Audience(s): PreK-16+ (all)**Keyword:** Assessment**Examples in:** Several**Language(s) spoken:** English

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

15. Power Talk: Strategies for Increasing Proficiency (\$50)
1:30–4:30 p.m. (3 h.) Nassau West

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

Organizer/Presenter(s):

Glennysha Jurado-Moran,
 Piscataway Township Schools, NJ
 Dana Pilla,
 Rutgers Universtiy, Camden, NJ

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

Keyword: Instructional strategies

Examples in: English, Spanish

Language(s) spoken: English

16. State Leaders Meeting
1:00–4:30 p.m. Madison

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

17. NECTFL Board of Directors Meeting
5:00–7:00 p.m. Hilton Board Room

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



Mentor Scholarship Winners and Mentors:

There will be an informal meet-up at 7:45 a.m. Friday in Madison. If you haven't met your mentor yet, meet here and plan your conference experience. If you've already connected and made your plans, enjoy your day!

Eating out?

Meals are not provided with the hotel room rate or conference registration fees. Each day's schedule has an hour and a half break built in mid-day for lunch and exhibit viewing.

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 53rd 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 53rd and 6th. There's also a Starbucks across the street on 6th Avenue, Klein and Co. on 6th Ave between 55th and 56th, and a Chipotle at 6th Ave. and 56th. 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!

Featured Sessions Friday

The following sessions have been specially recognized by the Program Committee for their strong connection to the theme:

Unleashing the POWER of Proficiency. All featured sessions are scheduled in Sutton North, with one per session time slot.

100. Embrace the POWER of Core Practices to Teach for Proficiency

Session: 1 Sutton North

Embrace the POWER of teaching for proficiency through the Core Practices. Come to this session to unpack and deconstruct high-leverage teaching practices, or Core Practices. The presentation will include modeling and student clips of the Core Practices in the classroom and provide resources to build lessons and units using the research-based Core Practices. Educators will receive resources and specific strategies that transform learning and lead to language acquisition. This interactive session will provide resources for using the Core Practices to support all three modes of communication, and the opportunity to discuss how to tap into the power of these high-leverage teaching practices to build proficiency with students.

Organizer/Presenter(s):

Lea Graner Kennedy,
Stonington Public Schools, Stonington, CT

Intended Audience(s): PreK-12

Keyword: Instructional strategies

Examples in: Spanish, French

Language(s) spoken: English

FEATURED SESSIONS

116. Want Your Students to Be Better Speakers? Set Proficiency Targets!

Session: 2 Sutton North

More than anything else, students hope to learn how to speak a language because of the time they have invested in world language courses. Sadly, not many students manage that. But more and more schools are realizing that if we set proficiency targets for each year of learning, students can move toward higher proficiency levels faster and, simultaneously, develop the desire to continue language learning even after requirements are met. This session will examine four principles of proficiency that help learners — and teachers — reach the goal of happier and more proficient speakers. Particular attention will be paid to what the different levels of proficiency look like and how one goes about producing language of that level.

Organizer/Presenter(s):

Greg Duncan, InterPrep, Marietta, GA

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

Keyword: Curriculum

Examples in: English

Language(s) spoken: English

133. High Leverage Teaching Practices for Powerful Language Learning

Session: 3 Sutton North

High-leverage teaching practices, based on research across all disciplines, provide a lens for novice and experienced educators to examine their own practice. These practices are more than slogans like “use 90%+ target language.” Unwrap and analyze effective teaching strategies that facilitate target-language comprehensibility, develop interpersonal pair and group conversation skills, and guide the interpretation and analysis of authentic texts. Build a stronger repertoire of effective practices and reflect on how to implement these practices in the classroom.

Organizer/Presenter(s):

Ali Moeller, Ph.D.,
ACTFL President & University of
Nebraska-Lincoln, Lincoln, NE

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

Keyword: Instructional strategies

Examples in: Several

Language(s) spoken: English

149. Accommodating Without Compromising: Developing and Measuring Proficiency in Diverse Learners

Session: 4 Sutton North

In this session we will discuss adapting existing materials and strategies through the lens of the proficiency mindset and ACTFL core practices in order to accommodate diverse learners. We will share and develop strategies to satisfy and surpass the requirements in IEPs/504s, increase effectiveness, and raise student confidence without compromising the quality of instruction. A sample unit on internet safety and digital citizenship will be presented and attendees will collaborate to adapt the unit for their classes. The sample unit includes multiple avenues for assessment to allow students to demonstrate proficiency in an authentic context.

Organizer/Presenter(s):

Jason Caputo,
Ridge High School, Basking Ridge, NJ

Intended Audience(s): PreK-12

Keyword: Instructional strategies

Examples in: Italian, Spanish

Language(s) spoken: English

165. Building Proficiency Through Targeted Student Learning Objectives

Session: 5 Sutton North

Participants will learn how designing purposeful Student Learning Objectives (SLOs) with intentional action plans helps teachers to provide students opportunities for performance-based evidence that leads toward proficiency. SLOs that identify proficiency-oriented learning targets, student evidence, and data on student growth will be shared.

Organizer/Presenter(s):

Rita Oleksak,
Glastonbury Public Schools, CT

Megan Villanueva,
Glastonbury Public Schools, CT

Intended Audience(s): PreK-12

Keyword: Assessment

Examples in: Spanish, French, Russian, Chinese

Language(s) spoken: English

Session 1

100. Embrace the POWER of Core Practices to Teach for Proficiency**** Featured Session ******Session: 1** **Sutton North**

Embrace the POWER of teaching for proficiency through the Core Practices. Come to this session to unpack and deconstruct high-leverage teaching practices, or Core Practices. The presentation will include modeling and student clips of the Core Practices in the classroom and provide resources to build lessons and units using the research-based Core Practices. Educators will receive resources and specific strategies that transform learning and lead to language acquisition. This interactive session will provide resources for using the Core Practices to support all three modes of communication, and the opportunity to discuss how to tap into the power of these high-leverage teaching practices to build proficiency with students.

Organizer/Presenter(s):

Lea Graner Kennedy,
Stonington Public Schools, Stonington, CT

Intended Audience(s): PreK-12**Keyword:** Instructional strategies**Examples in:** Spanish, French**Language(s) spoken:** English**101. Best of DE: Proficiency: How Can I Pull This Off?****Session: 1** **Sutton South**

This session aims to give insight into a proficiency-based classroom, where performance based assessments and real world tasks are at the forefront of student learning. Here, you will learn about the journey of two teachers who decided to create this curriculum for the first time. We will share all of our successes and challenges, as well as our favorite units and strategies. No matter where you are on your "teach for proficiency" journey, we will give you ideas that can be implemented the next day to help your students on their own road to proficiency!

Organizer/Presenter(s):

Jen Campbell,
Middletown High School, Middletown, DE
Sarah Finley,
Middletown High School, Middletown, DE

Intended Audience(s): High School**Keyword:** Curriculum**Examples in:** Spanish**Language(s) spoken:** English**102. Station Rotation in the World Language Classroom****Session: 1** **Sutton Center**

The Station Rotation model will teach you engaging ways to keep all students challenged and focused on the three modes of communication while actively problem-solving! It will challenge and motivate students at all proficiency levels, maximize class time, and teach them to monitor their own progress. In this presentation we will use some Google tools to facilitate the presentation. We will use Google Slides (visuals) and Google Forms for immediate feedback on presentation, embedded videos or images, and graphic organizers.

Organizer/Presenter(s):

Darla Ferdinand,
Ridgefield Public Schools, Ridgefield, NJ
Nancy Arcuri,
Ridgefield Public Schools, Ridgefield, NJ

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish, Italian**Language(s) spoken:** English**103. Words Work for You! Vocabulary on the Path to Proficiency****Session: 1** **Regent**

If the secret to developing real estate is "location, location, location," then the secret to developing the most useful world language vocabulary is "context, context, context." Achieving linguistic proficiency stems from awareness that vocabulary is a tool; its application and acquisition are skills which students can — and should — practice with confidence. Students must learn to build their own lexicons by using authentic sources to use context for meaning, by making their own lists of needed terms, and by maneuvering around the words they don't know. Participants will engage in sample exercises and leave with a set of tried-and-tested activities that they can use on Monday to empower their students and increase proficiency!

Organizer/Presenter(s):

Julia Koch,
Montville Township High School, NJ
Joanna Servino,
Montville Township High School, NJ

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** French, Italian**Language(s) spoken:** English**104. Mix it Up! Maximum Engagement in the Spanish Classroom****Session: 1** **Beekman**

This interactive session will include a variety of communicative activities to engage every type of language-learner. Learn how to use basic cooperative learning structures, kinesthetic activities, and technology to reach all of your language students at all levels. All participants will experience each activity firsthand. The cooperative learning structures being presented will be Quiz Quiz Trade, RoundRobin, and RallyTable, whereas the technology tools will be Kahoot!, Quizlet, and EdPuzzle. Lastly, the kinesthetic activities will include brain breaks in the target language and movement-based activities to teach language. Participants will learn numerous ways to use movement, cooperative learning and technology in the language classroom. Time will be given after each topic to ask questions and to discuss ways to tweak the activities for their own students. The session and the examples will be in Spanish.

Organizer/Presenter(s):

Cherie Garrett,
Dallastown Area School District, PA

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English, Spanish**105. EXHIBITOR SESSION: Keeping it Real****Session: 1** **Bryant**

During this session we will unleash the power of proficiency through the lens of authenticity. What role does "keeping it real" play in motivating students and helping students move along the proficiency continuum? What proficiency targets have you set for your students? How do those targets impact the tasks students are asked to complete? The presenter will share several authentic interpretive, interpersonal, and presentational tasks aligned to specific proficiency targets.

Organizer/Presenter(s):

Cheri Quinlan,
Vista Higher Learning

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English

106. Short or Long: Getting to the Interpersonal and Presentational Core**Session: 1** Nassau East

This session focuses on the implementation of technologies to facilitate learning through instruction based on ACTFL's six Core Practices and through assignments that require students to hone interpersonal and presentational skills. The presentation demonstrates how tasks, typical in beginning language classes, are best integrated using technology like Facebook, Instagram, SparkPost, and memes, whereas projects from intermediate and advanced classes are best hosted on blogging sites that allow for developed arguments and presentations. Examples are drawn from beginning language courses, as well as from those that use literary texts such as short stories and novels. Participants will be shown the mechanics of designing assignments in a scaffolded manner, starting in first semester and progressing to advanced assignments such as blogs, research projects, newspapers, and radio plays. The presentation addresses giving feedback and assessing assignments depending on the desired results. Group discussion following.

Organizer/Presenter(s):Jane Sokolosky,
Brown University, Providence, RI**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** English, German**Language(s) spoken:** English**107. Fostering a Love of Latin in the AP Curriculum****Session: 1** Nassau West

Are you struggling to complete the voluminous and intense Vergil-Caesar AP syllabus while continuing to foster a love and appreciation of Latin literature in your students? Does AP Latin feel more like a forced march from Carthage to Britain than a well-deserved reward for your students' many years of Latin study? Participants will learn how they can cover every line of the AP syllabus while still incorporating rich and deep analysis of the text. Observe how one teacher overhauled her classroom routines, assessments, and expectations in order to prepare her students for the AP exam while still amplifying their enjoyment in the material!

Organizer/Presenter(s):Elizabeth Solomon,
St. John's Preparatory School, Danvers, MA**Intended Audience(s):** High School**Keyword:** Instructional strategies**Examples in:** Latin**Language(s) spoken:** English**108. Spanish Learning Made Fun and Easy****Session: 1** Murray Hill East

In this session, teachers will learn different ways to teach vocabulary to their students in an easy, systematic, and fun way. I will share tools I use in my classes such as videos, songs, crafts, applications, and websites to create safe and fun learning routines. Students have fun with culture and grammar, all without realizing that they are learning.

Organizer/Presenter(s):Angela Raborg,
Dwight School, New York, NY**Intended Audience(s):** PreK-8**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**109. Using Poetry to Enhance Language Development in the World Language Classroom****Session: 1** Murray Hill West

In this session, participants will understand and use ACTFL/NCSSFL Can-Do statements through an interactive and dynamic lesson designed to introduce students to the poetry of Pablo Neruda. Can-Do statements will be unpacked and addressed during the course of the lesson's development. Poetry's rich and figurative language lends itself to visualization and linguistic expression. Participants will read and recite selected poems by Pablo Neruda and will read short biographies of the author in order to gain a better understanding of the cultural milieu from which he came. Participants will explore the concept of imagery in Neruda's poetry by creating pictures to represent the poems read. Finally, students will produce authentic poems patterned after Neruda's "Oda al Tomate". Embedded in this activity are the four modalities of second language acquisition: listening, speaking, reading and writing.

Organizer/Presenter(s):Aileen Colon,
NYC RBERN @ Fordham University,
Bronx, NY**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**110. Lorca and Almodóvar: Unleashing Proficiency Through the Dramatic Short Sentence****Session: 1** Gramercy East

Speaking is a hard skill to develop. Students must overcome shyness and learn to feel comfortable producing strings of unfamiliar sounds. This presentation will explore the use in the classroom of authentic dialogues from movies and plays to encourage students to feel free to mimic the sounds and rhythms of the second language, learning vocabulary, grammar, and culture in meaningful contexts, and finding enjoyment in leaving the constriction of a second language learner's role to take on the voice and gestures of someone from the target culture. By using amusing segments from Almodóvar's films and poignant scenes from Lorca's plays, students learn high-frequency useful phrases, which, linked to a powerful image, will remain in their memory.

Organizer/Presenter(s):MariaLuisa Gómez-Ivanov, Ph.D.,
Texas State University, San Marcos, TX**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** Spanish, English**111. EmPOWERing All Writers: Writers Workshop and Writing Strategies****Session: 1** Gramercy West

Our students are authors, so let their voices be heard through writing! Join us for a session dedicated to emPOWERing student writing through Writer's Workshop and general writing strategies and techniques. In Writer's Workshop, the teacher acts as a coach to all students, facilitating the writing process, fostering peer conferencing and celebrating their success. Participants will experience the Writer's Workshop model and be provided with tools to utilize this technique with their students immediately!

Organizer/Presenter(s):Noemi Rodriguez,
Pascack Valley Regional High School
District, Montvale, NJLucia Zamora,
Pascack Valley Regional High School
District, Montvale, NJ**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English

**112. EXHIBITOR SESSION:
Tomorrow's Technology Today:
Interactive Tools for 21st Century
Digital Learners!**

Session: 1 **Gibson**

Global Literacy? Virtual Reality? 21st Century Skills? Are these some of the buzzwords flying around your department or district? Are you looking for new ways to motivate and engage your students? Join Houghton Mifflin Harcourt as we demonstrate a variety of new and exciting online, interactive, and 3-D tools available to enhance your instruction and reach your next generation learners. Participants will learn about HMH's News and Networking, an online global community for students of Spanish and French; HMHfyi, a new website offering authentic resources; as well as the new Authentic Spanish Video Resources and Activities for Open-Source Content. Session participants will also learn how to take students on virtual field trips with 3-D, 360-degree panoramas of fascinating locations, directly tied to ¡Avancemos! and Bien dit!® content. Computers and tablets encouraged! All participants will receive temporary access to immediately use with students. (WiFi access in the Hilton is not free. Attendees are encouraged to bring their own data plan.)

Organizer/Presenter(s):

Colleen McMahon, Houghton Mifflin Harcourt

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

Keyword: Technology

Examples in: Spanish, French

Language(s) spoken: English

**113. EXHIBITOR SESSION: Promoting
Student and Teacher Success
Through AATSP: Opportunities
and Resources**

Session: 1 **Clinton**

This session will highlight the numerous AATSP student activities, such as national examinations, honor societies, student publications, and poster contests, that help educators promote the study of Spanish and Portuguese and strengthen their programs. The presenters will also provide information about AATSP opportunities for professional development, such as the annual conference, scholarships for study-abroad, and travel stipends to attend the annual conference or conduct research. Attendees are eligible to participate in a drawing for free AATSP memberships.

Organizer/Presenter(s):

Sheri Spaine Long, Ph.D., AATSP

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

Keyword: Professional development

Examples in: Spanish, Portuguese

Language(s) spoken: English

114. Mead Leadership Collaborative

Session: 1 **Madison**

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.

**115. Activating the ACTFL Proficiency
Guidelines in AFL Instruction and
Curriculum**

Session: 1 **Concourse F**

This panel (session) supports the importance of communicating ACTFL language proficiency guidelines to learners of Arabic as a foreign language (AFL). It consists of four presentations. Each presentation addresses how to perceive ACTFL guidelines in relation to curriculum design, rubric for assessment, developing students' aural-oral skills, and filling in some gaps in assigned textbooks.

Organizer/Presenter(s):

Mona Hassan, Ph.D.,
American University in Cairo, Egypt

Hala Abd El-Wahab,
American University in Cairo, Egypt

Azza Hassanein,
American University in Cairo, Egypt

Shahira Yacout,
American University in Cairo, Egypt

Intended Audience(s): Adult/Professional

Keyword: Instructional strategies

Examples in: English

Language(s) spoken: English

We regret that WiFi
access is not free.
Attendees are
encouraged to bring
their own data plan.

Exhibit

Hall

Grand

Opening

and

Coffee

Break

Join us!

9:30–10:30 a.m.

Session 2

116. Want Your Students to Be Better Speakers? Set Proficiency Targets!**** Featured Session******Session: 2** **Sutton North**

More than anything else, students hope to learn how to speak a language because of the time they have invested in world language courses. Sadly, not many students manage that. But more and more schools are realizing that if we set proficiency targets for each year of learning, students can move toward higher proficiency levels faster and, simultaneously, develop the desire to continue language learning even after requirements are met. This session will examine four principles of proficiency that help learners — and teachers — reach the goal of happier and more proficient speakers. Particular attention will be paid to what the different levels of proficiency look like and how one goes about producing language of that level.

Organizer/Presenter(s):

Greg Duncan, InterPrep, Marietta, GA

Intended Audience(s): Secondary (6-12)**Keyword:** Curriculum**Examples in:** English**Language(s) spoken:** English**117. Best of CT: Using Art as the Palette for World Language Instruction****Session: 2** **Sutton South**

The goal of this workshop is to offer an artistic spin on the teaching of a World Language curriculum. Please join us for an interactive, high energy, CREATIVE workshop that will use art as the vehicle for language learning. This workshop will inspire language teachers to infuse art (history, iconic works, famous artists etc.) into their curricula. This presentation will offer examples of artistic works from ancient and contemporary Italy and will supply templates that can be modified for any language. The workshop will be divided in two parts, the first will be an introduction with examples and ideas by the presenter and the second will be devoted to personalizing the experience for each attendee

Organizer/Presenter(s):

Gina Gallo, Bristol Central High School, CT

Intended Audience(s): High School**Keyword:** Instructional strategies**Examples in:** Italian**Language(s) spoken:** English and Italian**118. Keep Them Communicating****Session: 2** **Sutton Center**

Do you find yourself in a rut doing the same activities over and over again? Do you wish your students were excited to learn a foreign language? Spice up your language class with activities and games that will get your students moving, talking, and having fun. We will share our top activities, which range from no-tech to high-tech and include games, sites, apps, speaking assessments, and more. Many of the activities presented are conducted entirely in the target language to promote communication/proficiency and to take the fear out of speaking/learning a language. Join us and bring enthusiasm, energy, and the eagerness to learn back into your classroom! Be sure to bring your device. (WiFi access in the Hilton is not free. Attendees are encouraged to bring their own data plan.)

Organizer/Presenter(s):

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

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** French, Spanish, English**Language(s) spoken:** English**119. EXHIBITOR SESSION: Digital Authentic Materials Increase Global Competency in World Languages****Session: 2** **Regent**

Learn how to evaluate, select, incorporate, and adapt authentic material for any grade level to meet proficiency goals. In this presentation, we will look at digital instructional tools to broaden cultural literacy and deepen immersion in world languages, with particular regard to digital authentic materials. We will explore how blended and online learning with access to authentic materials can serve to inspire and engage students, allowing them to stretch their boundaries, connect in a richer way, and gain global competency. Session participants will actively evaluate authentic materials, demonstrating and discussing instructional strategies. During this process, participants will learn how to guide students through reading, listening, and interacting with native material, and how the authentic materials are the connection between presentational, interpretive, and interpersonal communication.

Organizer/Presenter(s):

Theresa Bruns, Fuel Education,

Intended Audience(s): PreK-12**Keyword:** Technology**Examples in:** French, German, Spanish, Mandarin**Language(s) spoken:** English**120. Start Your Class Right: Do-Nows That Wow!****Session: 2** **Beekman**

The first five minutes of class set the tone for the period. This is why it is so important that Do-Nows are engaging and relevant. In this session, participants will act as students trying out 10 Do-Nows that are sure to motivate any learner. Teachers of any language are invited to come to this fast and fun workshop!

Organizer/Presenter(s):Katherine Stotler,
Bernards Township BOE, Basking Ridge, NJ**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** English**Language(s) spoken:** English**121. EXHIBITOR SESSION: The Future is Now — Developing 21st Century Skills****Session: 2** **Bryant**

In a world where learning never stops, it's important to equip students with the skills necessary to succeed as future leaders and global citizens. Not only are we teaching our students to function in the three modes of communication and meet the goals of ACTFL's 5 C's, we are also promoting creativity, media and technology competency, and life and career skills. This presentation will give examples of how to use videos and articles, as well as online speaking tools to help students at all levels become effective communicators while developing 21st Century Skills.

Organizer/Presenter(s):

Michael Griffin, EMC School,

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English

DE

122. EXHIBITOR SESSION: Making Communication Relevant and Engaging from Day One!**Session: 2** Nassau East

Teachers will explore how to promote real-world uses of the language inside and outside the classroom by the use of integrated performance practices throughout the units. The use of integrated performance practices give students opportunities to communicate using the vocabulary and grammar learned in a way that is engaging and relevant to the them.

Organizer/Presenter(s):

Myriam Louzao, Santillana USA,

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English, Spanish**Language(s) spoken:** English**123. Spanish Community-Engaged Courses to Raise Awareness About Healthy Habits****Session: 2** Nassau West

Students from Conversation and Composition and Spanish for Healthcare Professionals worked cooperatively to develop a program on healthy habits and illness prevention for Spanish-speaking immigrant children ages 5 to 8. Divided into groups, students worked for three consecutive weeks to prepare the final task: A theatrical performance at the university. While this collaborative effort benefited both students and community, special attention was paid to how students' perceptions of the Hispanic community were shaped. In their final reflective essays, students shared: a positive shaping of their perceptions towards Hispanic community; motivation to participate in community-engaged programs that involved the Spanish-speaking community; and willingness to continue and develop friendships with the Spanish-speaking families they met.

Organizer/Presenter(s):Lucía Osa-Melero, Ph.D.,
Duquesne University, Pittsburgh, PACarmen Alicia Martínez, Ed.D.
Duquesne University, Pittsburgh, PA**Intended Audience(s):** Four-year
College/University**Keyword:** Communities/Workplace**Examples in:** Spanish**Language(s) spoken:** English**124. Helping Students Thrive In A 90+% Target-Language Classroom****Session: 2** Murray Hill East

Especially when working with novice and intermediate learners, some teachers hesitate to implement ACTFL's "staying-in-the-target-language" core practice. "If I stay in the target language how will I introduce new vocabulary?" "How will I effectively redirect off-task behavior?" "How will I do centers and have the learning be student-centered rather than teacher-centered?" Come hear the 2017 NECTFL ToY and author of "Tuesday's Tips For Staying In The Target Language" give answers to these questions and offer coaching on how to implement a few simple strategies that can help your students thrive in a 90+% target-language use environment.

Organizer/Presenter(s):Caleb Howard,
Dr. William Mennies Elementary School,
Vineland, NJ**Intended Audience(s):** PreK-8**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**125. Assessing Versus Grading in the World Language Classroom****Session: 2** Murray Hill West

How do ACTFL proficiency guidelines specifically translate into assessment practices in the world language classroom? Learn how a middle school and a high school French teacher worked together to streamline and align their assessment and grading practices with world language proficiency goals, reflecting best teaching practices and hoping to further greater equity in the classroom. Presenters will distinguish between product, process, and progress; proficiency and performance assessments; diagnostic, formative, and summative assessments; rubric-based assessment versus grading, and student- versus teacher-led learning. Presenters will showcase their assessment and grading practices and provide ready-to-use assessment tools, followed by a question-and-answer session.

Organizer/Presenter(s):Catherine Eiff,
Maret School, Washington, DCHenry Menninger,
Maret School, Washington, DC**Intended Audience(s):** Secondary (6-12)**Keyword:** Assessment**Examples in:** French**Language(s) spoken:** English**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 \(NHAFLT\)](#)
- [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 \(WVFLTA\)](#)

Session 2 listing continued after #techlab.

126.

#techlab

Facilitator: D. Espitia

Session: 2

Gramercy East

The 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. We regret that WiFi access is not free. Attendees are encouraged to bring their own data plan. All languages and tech skill levels are welcome!

Table 1: Interacting With Digital Natives Through Online Platforms

This session provides hands-on instruction on how to teach digital natives in a more effective way. Following the ACTFL 21st Century Skills Map, this session explores the benefits of incorporating technology into a Chinese language class using ThingLink, Padlet, and Homestyler. Through online learning experiences, students take ownership of their learning and have more opportunities for collaboration and creativity. With the use of technology, teachers can tailor language learning to individual students as they interact, explore, and experiment with the target language and culture. The presenter will show how she uses those online platforms with her classes to present information, develop interactive activities, and better engage with the students. Sample tasks, assessments, and student work will be displayed and student feedback will be discussed. Participants will be able to implement the online platforms right away.

Organizer/Presenter(s):

Allison Lai,
University of Scranton, Scranton, PA

Daniel Muenkel,
Kania School of Management, University of Scranton, Scranton, PA

Intended Audience(s): High School & College

Keyword: Technology

Examples in: Chinese

Language(s) spoken: Chinese, English

MA

Table 2: Goosechase: Online Vocabulary Scavenger Hunts

Offer students a way to engage with each other and with their vocabulary. Goosechase is an online scavenger hunt tool that offers teachers a way to engage students with vocabulary and comprehension exercises. Students are engaged fully in each mission and can complete them collaboratively or on their own. Goosechase has an activity feed that allows teachers to monitor student progress and offer points for correct answers, or subtract points for incorrect answers or insufficient information. Students practice comprehension skills through their interpretation of the missions, and develop collaboration and problem-solving skills by working with peers to complete each mission.

Organizer/Presenter(s):

Samantha Christopher,
Brooke Point High School, Stafford, VA

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

Keyword: Technology

Examples in: Spanish

Language(s) spoken: English

We regret that WiFi
access is not free.

Attendees are
encouraged to bring
their own data plan.

Table 3: Nearpod.com With Interactive Note Taking

Nearpod.com is a website that allows teachers to create interactive note sets for students to access on their own or as a class. In this brief presentation, teachers will learn to navigate an example Nearpod lesson, while also being shown the basics on how to set up self-paced or live lessons. Using a computer or other device in a one-to-one environment, students are able to take notes using Nearpod.com and receive immediate feedback on their comprehension. Incorporation of polls, fill-in-the-blank responses, memory match games, collaborative discussions, and quizzes for real-time formative assessment are all features of Nearpod. Nearpod.com facilitates differentiation for varying levels of students and engages several modes of learning.

Organizer/Presenter(s):

Laura LaRose,
Big Spring High School, Newville, PA

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

Keyword: Technology

Examples in: Spanish

Language(s) spoken: English

Table 4: Designing Academic Materials: Playing Board Games With QR Code Triggers

The main purpose of this session is to show several examples of board games and other academic materials that can be designed by instructors in their world language classrooms with the collaboration of their students. The goal is to recuperate students' motivation through simple, popular games, but combined with the new recent technologies.

Organizer/Presenter(s):

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

Katica Urbanc, Ph.D.
Wagner College, Staten Island, NY

Intended Audience(s): PreK-12

Keyword: Materials

Examples in: Spanish, English

Language(s) spoken: Spanish

126.

#techlab

Facilitator: D. Espitia

Session: 2

Gramercy East

The 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. We regret that WiFi access is not free. Attendees are encouraged to bring their own data plan. All languages and tech skill levels are welcome!

Table 5: Leveraging Seesaw to Connect Beyond the Classroom

Seesaw, a digital portfolio, is fast becoming a go-to platform for schools to demonstrate what and how students are learning throughout the day. Learn how this multiple-device-friendly tool can be used in the WL classroom to empower proficiency and language acquisition. From students recording their learning, reflections and comments in the TL, to blogging and creating Connected Global Classrooms, Seesaw is a versatile, powerful, and free tech tool. It can be used by an individual teacher or a group of teachers to enhance their students’ use of the TL in real-world situations in the three modes of communication.

Organizer/Presenter(s):

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

Intended Audience(s): PreK-12

Keyword: Technology

Examples in: Spanish

Language(s) spoken: English

Table 7: Using FLIPGRID to Create Interactive Online Discussions

FLIPGRID is a free website and app that functions as a message board in which teachers create grids of short, discussion-style questions that students respond to through recorded videos. The short video responses (90 seconds or less) push students to prepare themselves before sharing their ideas, opinions, and thoughts. The presenter will demonstrate how she uses FLIPGRID to create reflective prompts with the goal of enhancing her students’ critical thinking skills. Stop by this #techlab to create or record your first grid!

Organizer/Presenter(s):

Silvina Orsatti, Ed.D.,
University of Pittsburgh-Greensburg, PA

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

Keyword: Technology

Examples in: Spanish

Language(s) spoken: English

Table 9: Digital Storytelling: Enhancing Reading and Writing Proficiency

This session presents a collaborative learning technique that enhances reading and writing proficiency for students of Spanish from intermediate-low to intermediate-high levels. Students create digital storytelling sequences based on activities and readings covered in their Grammar and Composition class. Stories such as “Cajas de Cartón” and “Popol Vuh” engage learners’ critical, analytical, and creative cognitive abilities as they synthesize material to retell the tales in their own words. Examples will be demonstrated based on a selection of students’ work.

Organizer/Presenter(s):

Elizabeth Contreras,
University of Pittsburgh at Greensburg, PA

Intended Audience(s): High School & College

Keyword: Technology

Examples in: Spanish

Language(s) spoken: English

Table 6: Practice and Present With Kahoot

Harness the power of mobile technology and explore the use of Kahoot games and surveys to revamp and energize grammar lessons. Participants will see examples of how Kahoot engages students in meaningful grammar and vocabulary practice. They will also examine how a blind Kahoot can make students excited about new grammar lessons. Demonstration will include examples of regular, team mode, and blind Kahoot. No background knowledge or equipment is necessary, but participants who bring a device and have internet access will be able to create materials for future use.

Organizer/Presenter(s):

Mary Chamberlain,
Commonwealth Academy, Alexandria, VA

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

Keyword: Technology

Examples in: Spanish

Language(s) spoken: English

Table 8: Going Beyond and Outside the Classroom With Technology

Web 2.0 technology (Voicethread, wikis, and social networks) create environments where students can learn in an active way, by doing things. Moreover, the classroom is no longer the only venue where students can learn a foreign language, nor is the teacher the only provider of input. With these ideas in mind, I will show how tools like Voicethread greatly encourage the extension of language practice beyond the classroom’s walls. Thanks to this tool, the students can “leave” the classroom, be it virtually or physically, create their own contents, exchange information, and make new connections. In this way, learners become more independent, engaged, and prepared for an enduring learning experience.

Organizer/Presenter(s):

Alessandra Saggin,
Columbia University, New York, NY

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

Keyword: Technology

Examples in: Italian

Language(s) spoken: English

Call for Proposals

NECTFL 2019

*Authentic Language,
Authentic Learning*

Rosanne Zeppieri,
Chair
February 7–9, 2019
New York Hilton
Midtown

Deadline: May 4, 2019

Session 2, continued

127. Kaaa-POW! Superhero Narratives and Second Language Learning
Session: 2 Gramercy West

Superhero movies, video games, cartoons, and comics are excellent second and foreign language teaching tools that can be easily adapted to a variety of formal and informal contexts. Come learn how to use the materials your students know and love to help lower the Affective Filter and improve language learning. Keywords: multiliteracies, comics, movies, video games.

Organizer/Presenter(s):

Alec Lapidus, Ph.D., USM, Gorham, ME

Intended Audience(s): Secondary (6-12)**Keyword:** Diversity**Examples in:** English**Language(s) spoken:** English**128. EXHIBITOR SESSION: Culture Without Bounds**
Session: 2 Gibson

By integrating culture into daily reading, aspects of Roman life can be explored easily. Students are challenged to go beyond their own world and learn to collect information about Roman culture through reading and examining stories, images, photos, and essays. By expanding their awareness of the ancient Roman world, students are encouraged to examine the intersection between the ancient and modern world.

Organizer/Presenter(s):

Virginia Blasi, Donna Gerard, Martha Altieri, Cambridge University Press

Intended Audience(s): Secondary (6-12)**Keyword:** Culture/Literature**Examples in:** Latin**Language(s) spoken:** English**129. EXHIBITOR SESSION: Leading with German: Ideas for Your Local Community**
Session: 2 Clinton

This session will focus on practical tips for growing and promoting your German program. Learn how to advocate from the classroom, plan successful campus and community events, get optimal media coverage, and connect with decision makers. Attendees will learn about successful events from across the U.S. and share their own ideas.

Organizer/Presenter(s):

Keith Cothrun, AATG

Angelika Becker, Carmel HS, Indianapolis, IN

Intended Audience(s): PreK-16+ (all)**Keyword:** Policy, issues**Examples in:** German**Language(s) spoken:** English**130. EXHIBITOR SESSION: Using Foreign Language Readers**

Session: 2 Madison

I will present choices for using foreign language readers in any language and explore numerous activities to do before you read, while you are reading, and after you read. They can be used for any language, any age, and any level.

Organizer/Presenter(s):

Cindy Tracy, World of Reading, Ltd.

Intended Audience(s): PreK-12**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**131. Expanding Can-Do Statements to Generate Level-Appropriate Tools**

Session: 2 Concourse F

The use of authentic materials in assessing language learner proficiency — i.e., diagnostic assessment — is a valuable tool for determining real-world language strengths and weaknesses. Integrating the Can-Do Statements with the current diagnostic assessment framework will increase its effectiveness from both assessment and curriculum design aspects. This presentation will first demonstrate diagnostic assessment, then explain how to integrate the Can-Do Statement to generate level-appropriate questions and formulate a scale of measurement to provide more accurate and individualized reports to both learners and instructors. The presenters will include empirical materials, a sample diagnostic assessment, interactive activities, and the demonstration of real assessment tools to illustrate assessment and lesson planning theory and praxis.

Organizer/Presenter(s):

Chiayi Lin, Defense Language Institute, Monterey, CA

Jing Zhou, Defense Language Institute, Monterey, CA

Intended Audience(s): Adult/Professional**Keyword:** Assessment**Examples in:** Chinese**Language(s) spoken:** English

The Exhibit Hall is open

11:30–1:00

Coffee

12:00–1:00 p.m.

Eating out?

Meals are not provided with the hotel room rate or conference registration fees. Each day's schedule has an hour and a half break built in mid-day for lunch and exhibit viewing. 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 53rd 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 53rd and 6th. There's also a Starbucks across the street on 6th Avenue, Klein and Co. on 6th Ave between 55th and 56th, and a Chipotle at 6th Ave. and 56th. 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!

Flamenco Demonstration and First Sevillana Lesson for all interested with Cheryl Berman

Second Floor Promenade, near
the NECTFL Registration Desk

Stop by today between 11:45 and 12:45!

Session 3

133. High Leverage Teaching Practices for Powerful Language Learning**** Featured Session ******Session: 3****Sutton North**

High-leverage teaching practices, based on research across all disciplines, provide a lens for novice and experienced educators to examine their own practice. These practices are more than slogans like “use 90%+ target language.” Unwrap and analyze effective teaching strategies that facilitate target-language comprehensibility, develop interpersonal pair and group conversation skills, and guide the interpretation and analysis of authentic texts. Build a stronger repertoire of effective practices and reflect on how to implement these practices in the classroom.

Organizer/Presenter(s):

Ali Moeller, Ph.D.,
ACTFL President & University of
Nebraska-Lincoln, Lincoln, NE

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**134. Best of ME Teaching 90% in the Target Language FLES****Session: 3****Sutton South**

Interested in meeting or working towards ACTFL's recommendation of 90% in the target language but unsure how to get there, especially with elementary students and/or novice learners? Want to know how to make the input you provide comprehensible for students? I will share tips, resources, and ideas to help you get to that goal with little learners. Although geared primarily for elementary language classes, all ideas shared can be applied to any level.

Organizer/Presenter(s):

Julie Speno,
Camden Rockport Elementary School,
Rockport, ME

Intended Audience(s): Elementary**Keyword:** Instructional strategies**Examples in:** English, Spanish, Russian**Language(s) spoken:** English**135. Effective Game Design for Oral Proficiency****Session: 3****Sutton Center**

Games can be used for more than just review. Learn how to make language games that provide proper scaffolding to promote speaking in the target language. These pair and group work activities strengthen interpersonal communication through creative play and can be used across multiple levels. Tap into the elements of gamification to motivate your students to speak more in class. Teachers can streamline preparation by making game templates in Google Apps for Education (GAFE) and utilizing other free technology tools. Bring your own device and get in the game! (WiFi access in the Hilton is not free. Attendees are encouraged to bring their own data plan.)

Organizer/Presenter(s):

Drew Forlano,
The Steward School, Richmond, VA

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English, Spanish**Language(s) spoken:** English**136. Building Active Readers in a World Language Classroom****Session: 3****Regent**

For many students, reading in a target language can be an intimidating task. By incorporating research-based reading strategies, texts are made more approachable, and students naturally engage more with the reading. This session will focus on the Before, During, and After strategy for building successful readers. Attendees will be shown a variety of activities for each phase of reading for language classes levels I-V. Then the presenters will facilitate the development of a new lesson as attendees collaborate together. While the presenters' examples are based around the Spanish language, the concept can be applied and modified to fit any world language classroom.

Organizer/Presenter(s):

Ashley Oldham,
Big Spring High School, Newville, PA

Megan Anderson,
Big Spring High School, Newville, PA

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English, Spanish**Language(s) spoken:** English**137. Differentiating and Extending Communication Tasks Using ACTFL Can-Do Statements****Session: 3****Beekman**

Active student engagement is critical to learning and achieving higher levels of language proficiency, but how can educators create a dynamic and advanced world language class? This session engages participants in the application of the Picture Word Inductive Model, a proven strategy for speaking, listening, reading, writing, and creating stories. This step by step process will lead to unpacking the ACTFL/NCSSFL Can-Do Statements to differentiate, extend, and deepen student stories, and develop differentiated and powerful performing communication tasks, including preparing students for a classroom debate. Participants will have the option to apply and practice their new knowledge in the world language of their choice. Handouts and protocols will be provided to participants.

Organizer/Presenter(s):

Roser Salavert, Ed.D.,
NYC RBE-RN, Fordham University
Graduate School of Education, New York, NY

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English, Spanish, French**Language(s) spoken:** English, Spanish**138. EXHIBITOR SESSION: Spontaneous Instruction! Encouraging Interpersonal Communication through Scaffolding****Session: 3****Bryant**

Many students enroll in world language courses because they want to speak in the target language (TL) – a skill that can be frustrating at the novice level. Spontaneity is a requirement of true interpersonal communication, yet novice speakers' language ability consists of highly practiced words and phrases, and formulaic or memorized questions. With appropriate scaffolding, you can move novice learners into the realm of spontaneity. Explore strategies to engage novice learners that guide them to spontaneous, interpersonal communication in the classroom. Strategies for negotiating meaning while maintaining use of the TL will also be discussed. Soon your students will carry on conversations for longer than you imagined possible!

Organizer/Presenter(s):

Lindsey Colling, Wayside Publishing

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

139. Powerfrauen! Integrating Influential Women Into the German Curriculum
Session: 3 **Nassau East**

From Hildegard von Bingen to Angela Merkel: Discover fun and engaging lessons with a focus on significant history-making women across the span of German history. This focus can enhance the world-readiness standards and modes of communication within your existing lesson structure and increase the power of proficiency for your students. Join us as we continue the journey to create gender-balanced and thought-provoking curricular experiences for our students. Proven lesson samples from novice through intermediate course content provide the inspiration for the learning in this session.

Organizer/Presenter(s):

Christopher Gwin,
University of Pennsylvania, Philadelphia, PA
Margaret Goglewski, Ph.D.
The George Washington University, DC
Ester Eichler,
Abington High School, Abington, PA

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

Keyword: Curriculum

Examples in: German

Language(s) spoken: English

141. Young Learners Speaking in the Target Language: Ideas that Work!
Session: 3 **Murray Hill East**

One of the biggest challenges language educators face is engaging learners in meaningful interpersonal activities. In this session we will demonstrate successful strategies for getting learners to speak in the target language. Participants will see and interact with project-based learning ideas and will leave with a digital folder of tools for immediate classroom use.

Organizer/Presenter(s):

Amanda Seewald,
MARACAS Language Programs - Learning Kaleidoscope Educational Consulting,
Montclair, NJ
Maritza Pavesio,
Montclair Community Pre-K, Montclair, NJ
Fiorella Leon,
Montclair Community Pre-K, Montclair, NJ
Krizya Ugarte,
Montclair Community Pre-K, Montclair, NJ

Intended Audience(s): PreK-8

Keyword: Instructional strategies

Examples in: Spanish

Language(s) spoken: English

140. Exhibitor Session: NEARPOD: Language Learning Solutions in the Digital Age
Session: 3 **Nassau West**

Take the great pedagogy and approach to language that is the hallmark of the Breaking the Barrier series in Spanish and in French and combine them with one of the world's most innovative, collaborative and groundbreaking digital companies, Nearpod, and you have a recipe made in heaven. In this session, the author and series editor of Breaking the Barrier, John Conner, will join forces with Adam Franklin, Learning Experience Designer from Nearpod, to show how you can use the Nearpod version of Breaking the Barrier to transform your classes. Ensure all voices are heard by facilitating interactive assessments and use the data to make interventions in real time. Engage students by taking students on virtual field trips to the locations they are studying, like Machu Picchu or Iguazu Falls. Participants in this session will have the chance to win six-month free access to more than eighteen ready-made Breaking the Barrier chapters in Nearpod.

Organizer/Presenter(s):

John Conner, Breaking the Barrier
Adam Franklin, Nearpod

Intended Audience(s): High School & College

Keyword: Technology

Examples in: Spanish

Language(s) spoken: English

142. The Power of Music: Rapping Their Way to Proficiency
Session: 3 **Murray Hill West**

How do we create inclusionary activities for large classes and heterogeneous grouping? Activities that allow us to differentiate our expectations for student performance? Activities that can be inserted into our curriculum mapping plans? Activities that really lead to proficiency? This session fuses language acquisition with rap. Through music, handouts, and laughter, teachers will learn how to acquire the prerequisite background instrumentals (original tracks, sans lyrics) from the internet, create, and then perform raps based upon specific language functions appropriate to novice, intermediate, and pre-advanced levels. Guaranteed to inject excitement into the classroom and to jumpstart vocabulary, these activities will be ready for usage with students on Monday morning!

Organizer/Presenter(s):

John De Mado,
John De Mado Language Seminars, LLC

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

Keyword: Instructional strategies

Examples in: Spanish, Italian, French

Language(s) spoken: English

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Session 3 listing continued after Research Roundtable.

ME

Friday, February 9, **Session 3**, 1:00–2:00 p.m.

143. Research Roundtable

Session: 3

Gramercy East

In this special session, there will be two presenters stationed at each of the tables, with one presenter sharing his or her topic during the first half and the second presenter during the second half. We recommend that presenters speak/share findings for approximately 18 to 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: “You” in Costa Rica: ¿Ud., tú or vos?

Part of proficiency in a language is the ability to use appropriate sociolinguistic cues in communication, including forms of direct address. This session details a study to ascertain the modern-day use of “you” (Ud., tú, vos) in Costa Rica (CR). As a second part of the project, the presenters also investigated current practices in U.S. classrooms. The results of both phases of the overall study — interviews with native speakers in CR and online questionnaires of U.S. students and teachers — indicate a gap between foreign language educational practices and the field of second-language acquisition, which touts the importance of sociolinguistic accuracy. In short, U.S. students simply are not aware of what form of “you” to use with whom, where, and when. Proposals for curricular changes are suggested.

Organizer/Presenter(s):

Barbara Schmidt-Rinehart, Ph.D., Ashland University, Ashland, OH
Jean LeLoup, Ph.D., U.S. Air Force Academy, Colorado Spgs., CO

Intended Audience(s): High School & College

Keyword: Curriculum

Examples in: English, Spanish

Language(s) spoken: English

Table 1: A Cross-Cultural Comparison of Spanish and Italian Routine Speech Acts

Speech acts, like routines, provide insights into the social structure and value system of a speech community. They are highly complex norms of communications — linguistic, social, and pragmatic knowledge must work together harmoniously in order for a speech act to be successfully understood and to avoid cultural misunderstandings and communication breakdowns. This study presents the results obtained from comparing routine speech acts of monolingual Spanish and Italian speakers. The study takes into account the variables of risk, power, and distance as described by Brown and Levinson’s Politeness Theory (1987). The results of the study have an important bearing on language teaching and learning, as language and social structure are strongly related and the rules for the appropriate conduct of speech vary considerably from one culture to another. The study shows that language learners must develop a sensitive awareness when analyzing any culture.

Organizer/Presenter(s):

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

Intended Audience(s): High School & College

Keyword: Culture/Literature

Examples in: Spanish, Italian

Language(s) spoken: English

Table 2: Reexamining Sentence Repetition Tasks to Assess L2 Oral Proficiency

Grounded on the general theory of skill acquisition, repeated practice leads to increased automaticity in language use. Repeating and rehearsing thus play an important part in the second-language (L2) classroom. However, the value of repetition tasks in classroom assessment still awaits investigation. This presentation will report a study of using sentence repetition tasks to assess oral proficiency of L2 learners of Chinese. A computerized sentence repetition test was designed based on the curriculum of a college-level Chinese language program in the U.S. Nineteen L2 learners from the program’s elementary to advanced Chinese courses completed the test. Analysis of participants’ responses reveal that the test can distinguish learners from different levels. Issues of using test results to inform classroom instruction and adapting to online language learning will also be discussed.

Organizer/Presenter(s):

Yuyun Lei, University of Illinois at Urbana-Champaign, IL
Liling Huang, Boston University, MA

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

Keyword: Assessment

Examples in: Chinese

Language(s) spoken: Chinese, English

Table 2: Using the Similarities Between the Chinese and Korean Languages for Teaching

There are many Chinese words in elementary language classes that share similar pronunciation with Korean words. The same thing happens in Korean language classes. Although Korean is an SOV language, there are still similarities in grammar between Chinese and Korean. However, most Korean students who are learning Chinese and Chinese students who are learning Korean don’t realize it. Therefore, they don’t take advantage of the similarities between the two languages. If we could summarize those similarities in both vocabulary and grammar, it would help the students in both Korean and Chinese classes. This research will be based on two textbooks that are often used in first-year Chinese and Korean college classes. By analyzing the vocabulary and grammar structures covered in both textbooks, the similarities will be found. Suggestions on the teaching strategies to Korean and Chinese students in both classes will be proposed.

Organizer/Presenter(s):

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

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

Keyword: Instructional strategies

Examples in: Chinese, Korean

Language(s) spoken: English

143. Research Roundtable

Session: 3

Gramercy East

In this special session, there will be two presenters stationed at each of the tables, with one presenter sharing his or her topic during the first half and the second presenter during the second half. We recommend that presenters speak/share findings for approximately 18 to 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 3: Gamifying the Curriculum to Promote Motivation and Willing Communication in Spanish in the College-Level Classroom

My research project consisted of designing, implementing, and assessing the effectiveness of a gamified instructional unit in a Spanish 1 course. Using quest-based learning pedagogy and innovative technologies, I explored the effects of gamified quests in the motivation and willingness to communicate in Spanish of my college-level students.

Organizer/Presenter(s):

Silvina Orsatti, Ed.D.,
University of Pittsburgh-Greensburg, PA

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

Keyword: Curriculum

Examples in: Spanish

Language(s) spoken: English

Table 3: Strategies to Enhance Motivation in the World Language Classroom

During this roundtable session, participants will be familiarized with the different types of motivation students may display (intrinsic motivation, extrinsic motivation, amotivation) and will be given the tools to help them identify which type of motivation their own students are displaying. After being introduced to Gardner's (1985) research positing that intrinsic motivation is the type of motivation most conducive to world language learning, the presenter will share the results of two-semester-long research projects showing factors affecting students' motivation in college world language classes. One project involved the use of Facebook as a tool to foster motivation, and the other explored whether flipped classrooms in world language classes develop intrinsic motivation by making the learning environment more student-centered. Finally, participants will be introduced to different techniques fostering intrinsic motivation in the college world language classroom.

Organizer/Presenter(s):

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

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

Keyword: Instructional strategies

Examples in: French

Language(s) spoken: English

Table 4: Intercultural Competence: An Essential Element in Scaffolding Language Proficiency Development

Global competence is highlighted as a World-Readiness Standard (ACTFL, 2015) and thus holds an important focus in lesson planning, teaching, and learning in world language (WL) classrooms. It is also an essential element in developing contextually appropriate language proficiency. Despite the centrality of purpose as defined by the standards, there remains a great deal of discussion surrounding what this term really means and how it can be achieved. Currently, a gap exists in the literature regarding how to best assess students' intercultural competence (ICC). More research is needed on how teachers can purposefully integrate ICC into teaching and consider its impact on student learning. This roundtable will review the models of ICC as proposed in the literature and consider how they are applied in WL education. Presenters will explore the ways in which these models can help teachers evaluate and assess students' ICC in the WL classroom, thus promoting students' deep proficiency and understanding of the target language.

Organizer/Presenter(s):

Rebecca Fox, Ph.D.,
George Mason University, Fairfax, VA

Kelley Webb,
George Mason University, Fairfax, VA

Intended Audience(s): Adult/Professional

Keyword: Research

Examples in: Several

Language(s) spoken: English

Table 4: Portfolio Assessment and Writing Proficiency Development in Second Language Writing

Portfolio-based assessment is well-established as a qualitative evaluative measure. In particular, portfolio assessments can serve to demonstrate student writing proficiency development over time, to draw connections to course outcomes, to support an understanding of a process writing approach, and to demonstrate students' self-efficacy. This study analyzed the second-language writing portfolios submitted by students in two semesters of a post-secondary writing courses, focusing in particular on the student self-reflection. The portfolios were evaluated based on several factors including awareness and evidence of proficiency development, grammar and structure awareness, and learner autonomy.

Organizer/Presenter(s):

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

Intended Audience(s): Post-secondary

Keyword: Assessment

Examples in: English, Spanish

Language(s) spoken: English

143. Research Roundtable

Session: 3

Gramercy East

In this special session, there will be two presenters stationed at each of the tables, with one presenter sharing his or her topic during the first half and the second presenter during the second half. We recommend that presenters speak/share findings for approximately 18 to 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 5: Exploring the Connection Between Second-Language Learning and Artistic Development

The purpose of this study is to explore the connection between learning a second language in the elementary grades and artistic inclination, and how it could help to close the Latino achievement gap. Recent research found that students of low socioeconomic status who had high arts engagement were more successful in school and were more likely to enter college. Data included interviews with and observations of four classroom teachers, four special area teachers, and seven students in both bilingual and monolingual classes. Five themes emerged: dual language classes were the highest performing at the school; how bilingual students compared to monolingual students; artistically and musically inclined students; students' motivation to learn; and students' experiences learning two languages. The results from this study may help educators to understand how learning a second language can motivate students to be more artistically inclined, as this could lead to greater success in the future for Latinos.

Organizer/Presenter(s):

Yenifer Taveras, SUNY Old Westbury, NY
Carolina Bustamante, Ph.D. SUNY Old Westbury, NY

Intended Audience(s): Elementary**Keyword:** Research**Examples in:** English, Spanish**Language(s) spoken:** English**Table 5: Leveraging Wikis to Develop Intermediate to Advanced L2 Proficiency**

Course wikis can motivate students to interact with and generate thematically unified digital content using text, images, video, and audio. Based on a two-year case study at the Geddes Language Center at Boston University involving multiple languages, I will show how using wikis can make it easier to assess learners in their interpretive and interpersonal writing, and presentational skills. As they engage authentic resources in their quest for proficiency at the intermediate and advanced levels, students also learn valuable information literacy skills by identifying, refining, and applying the wealth of information available on the internet in key course assignments.

Organizer/Presenter(s):

Mark Lewis, Ph.D.,
Boston University, Boston, MA
Giselle Khoury, Ph.D.
Boston University, Boston, MA

Intended Audience(s): High School & College**Keyword:** Instructional strategies**Examples in:** Arabic, Italian, Japanese**Language(s) spoken:** English**Table 6: Languages and Undergraduate Research-Based Opportunities**

This session will explore undergraduate research-based opportunities for language students at the college level under the guidance of faculty mentors. The Council on Undergraduate Research highlights the essential role of undergraduate research and "believes that faculty members enhance their teaching and contribution to society by remaining active in research and by involving undergraduates in research, and students succeed in their studies and professional advancement through participation in undergraduate research (<http://www.cur.org/>)." We will discuss the benefits to all involved and the challenges faced not only by students who embrace this type of approach to learning, but also by their mentors. Participants will take part in discussions sharing the challenges and success stories of their own students.

Organizer/Presenter(s):

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

Intended Audience(s): Four-year College/University**Keyword:** Research**Examples in:** English, Spanish**Language(s) spoken:** English

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Session 3, continued

144. The America's Languages Working Group: Update on the Commission's Work

Session: 3 Grammercy West

In February 2017, the Commission on Language Learning of the American Academy of Arts and Sciences issued its report, "America's Languages," and established a working group to carry out its recommendations. This presentation will update NECTFL attendees on where we are now, and how you can provide input to the Working Group.

Organizer/Presenter(s):

Maria Pulcini,
JNCL-NCLIS, Washington, DC

Intended Audience(s): PreK-16+ (all)**Keyword:** Policy, issues**Examples in:** English**Language(s) spoken:** English**145. EXHIBITOR SESSION: Transformative Teaching: Action Research and Summer Language Institute Spanish Teachers**

Session: 3 Gibson

This session will offer a brief overview of the Summer Language Institute for Spanish and French Teachers in Guanajuato, Mexico, and Angers, France. Through this innovative program run by Southern Oregon University, teachers can earn their MA for Spanish/French Language Teaching over the course of two and a half summers, or take classes to earn credit for professional development while living abroad. Unlike traditional theses, our students complete Action Research projects in their classrooms in order to transform their teaching. Recent graduates will share the results of their Action Research investigations. Topics include: "But I Don't Know What to Say": The Use of a Sentence Opener Strategy and Collaborative Learning Groups to Improve Willingness to Communicate; Re-Examining Second-Year High School Language Expectations: Acquisition of the Present Subjunctive in Noun Clauses; and Teaching Reading Strategies and their Effects on Improving Reading Comprehension Among First-Year Spanish Learners.

Organizer/Presenter(s):

Anne Connor, Ph.D.,
Summer Language Institute for Spanish and French Teachers - Southern Oregon University

Barbara King,
Edgar MS, Metuchen, NJ
Juliet Henderson,
The Hotchkiss School, Lakeville, CT

Melissa Levinsky,
George Washington Carver Center for Arts and Technology, Towson, MD

Intended Audience(s): High School**Keyword:** Professional development**Examples in:** Spanish**Language(s) spoken:** English**146. EXHIBITOR SESSION: Using the Francophone World to Promote French Programs**

Session: 3 Clinton

The presenter will discuss how to use cultural, historical, and linguistic aspects of the Francophone world to support and promote French programs. Examples will be taken from AATF conventions in St. Louis, Martinique, and Quebec. By promoting real and virtual exchanges and intercultural relationships, she will share how to use available resources to show the relevance of French in today's world.

Organizer/Presenter(s):

Jayne Abrate, Ph.D., AATF

Intended Audience(s): High School & College**Keyword:** Policy, issues**Examples in:** French**Language(s) spoken:** French**147. EXHIBITOR SESSION: Building Proficiency Using Authentic Spanish Resources**

Session: 3 Madison

This session explores how to use authentic resources in the Spanish classroom to bring real-life language and culture to your students. We will discuss ways to support different types of students with appropriate tasks and focus on instructional strategies that make use of authentic resources effective. Join us to see how the use of authentic resources can motivate our students to use Spanish in and beyond the classroom.

Organizer/Presenter(s):

Rich Sayers, Pearson,

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**148. Proficiency Means Orality in Arabic L2 Classrooms**

Session: 3 Concourse F

Proficiency in an Arabic L2 classroom is Orality. Orality does not exist in Arabic without the heavy usage of the colloquial variety. The newly adopted Integrated Approach in the classroom has ossified and formalized Code Switching to a level where a natural usage of Colloquial is very questionable. Proficiency is suffering all over, and with it, a form of Literacy that is based on the oral tradition and on Arabic as used in native speech communities. In this session we shall share techniques and new curriculum approach that make the Code Switching between colloquial and MSA a natural and spontaneous mechanism.

Organizer/Presenter(s):

Rajaa Chouairi, Ph.D.,
United States Military Academy, West Point, West Point, NY

John Baskerville, Ph.D.,
USMA, West Point, West Point, NY

Intended Audience(s): Four-year College/University**Keyword:** Curriculum**Examples in:** Arabic, English**Language(s) spoken:** English

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Session 4

149. Accommodating Without Compromising: Developing and Measuring Proficiency in Diverse Learners**** Featured Session******Session: 4** **Sutton North**

In this session we will discuss adapting existing materials and strategies through the lens of the proficiency mindset and ACTFL core practices in order to accommodate diverse learners. We will share and develop strategies to satisfy and surpass the requirements in IEPs/504s, increase effectiveness, and raise student confidence without compromising the quality of instruction. A sample unit on internet safety and digital citizenship will be presented and attendees will collaborate to adapt the unit for their classes. The sample unit includes multiple avenues for assessment to allow students to demonstrate proficiency in an authentic context.

Organizer/Presenter(s):

Jason Caputo,
Ridge High School, Basking Ridge, NJ

Intended Audience(s): PreK-12**Keyword:** Instructional strategies**Examples in:** Italian, Spanish**Language(s) spoken:** English**150. Best of VA: The “Unspoken” Communicative Contract: Target Language Bullseye!****Session: 4** **Sutton South**

Whether using Effie's Euro System or academic incentives, the stakeholders must first understand the Communicative Contract. It's not magical or punitive. This innovative approach to human interaction will change the way you and your students reach the target language goals we all have (or should have) for our classrooms.

Awareness of this reality is the first step toward realization of an effective target language environment. Expectations and proficiency increase while classroom management issues decrease. Students love it when they feel able. Empower them through your belief that they can communicate. Supervisors welcomed!

Organizer/Presenter(s):

Effie Hall,
Woodgrove High School, Purcellville, VA

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**151. Bringing Proficiency to the Foreground Through Re-Assessment****Session: 4** **Sutton Center**

Proficiency is not a snapshot; it is developed and strengthened over time. As a result, more and more teachers are embracing the idea of allowing students to re-assess to demonstrate their proficiency. But what does it actually look like in the classroom? How can we make it less of a headache and more of a remedy? In this session, we will discuss the advantages and disadvantages of re-assessment and identify methods to ease its implementation. Attendees will leave with a plan for re-assessment in their classrooms that emphasizes student learning and provides a pathway for documenting growth.

Organizer/Presenter(s):

Michael Camp,
Homewood-Flossmoor High School, IL

Intended Audience(s): Secondary (6-12)**Keyword:** Assessment**Examples in:** English**Language(s) spoken:** English**152. 90-10: Purposeful Target Language and English Use for Teachers and Students****Session: 4** **Regent**

We should all strive for “90%+” target language (TL) use. But 90% for whom? Just the teacher? What about the students? And what about that other 10%? When is it OK for me to use English? Language use in both English and the TL should be planned and purposeful, both for teachers and for students. Many teachers appreciate the importance of using the TL, but haven't developed a deep understanding of when English use is appropriate. By understanding when and how to use English in the classroom, attendees will be more successful in reaching the 90%+ target language goal. We'll look at appropriate language use, comprehensible input, and strategies for keeping students in the TL even when your back is turned!

Organizer/Presenter(s):

Catherine Ritz, Ed.D.,
Boston University, Boston, MA

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English**153. Reading for Meaning: Students, Texts, Strategies****Session: 4** **Beekman**

When planning reading experiences, teachers must build tasks based upon selecting texts that fit with themes being studied, with the interests and experiences of students, and most importantly with implications from research. It is also important to recognize that each reader is different in terms of background knowledge, interests, motivation, and strategy control. Likewise, texts have internal structures, purpose, and author intent that need to be considered. This combination of text-plus-reader means that each task has slightly different parameters. Student reading proficiency is not absolute and cannot be neatly classified, for the success with which readers access meaning shifts with the actual documents. This session explores how to design interpretive tasks based upon the student, the text, and effective strategies.

Organizer/Presenter(s):

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

Intended Audience(s): High School & College**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English**154. EXHIBITOR SESSION: Let's Get Interpersonal****Session: 4** **Bryant**

To build proficiency, students need to be speaking much more than the 26 seconds research tells us that they get every day. The speaking tasks must involve meaningful communication that takes place between individuals who listen, respond, and reflect on a given topic. We will take a look at the whys and the hows to engage your students in lively and fun interpersonal activities from the minute they walk into the classroom until the bell rings at the end of the period, showcasing the abundant interpersonal activities found in EMC French and Spanish programs!

Organizer/Presenter(s):

Elizabeth Sacco, EMC School,

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

Overview of All Concurrent Sessions: Friday

Room	Session 1, 8:30–9:30 a.m.	Session 2, 10:30 a.m.–11:30 a.m.	Session 3, 1:00–2:00 p.m.	Session 4, 2:30–3:30 p.m.	Session 5, 4:15–5:15 p.m.
Sutton North	100. Embrace the POWer of Core Practices to Teach for Proficiency, Graner Kennedy	116. Want Your Students to Be Better Speakers? Set Proficiency Targets! Duncan	133. High Leverage Teaching Practices for Powerful Language Learning, Moeller	149. Accommodating Without Compromising: Developing and Measuring Proficiency in Diverse Learners, Caputo	165. Building Proficiency Through Targeted Student Learning Objectives, Oleksak, Villanueva
Sutton South	101. Best of DE: Proficiency: How Can I Pull This Off? Campbell, Finley	117. Best of CT: Using Art as the Palette for World Language Instruction, Gallo	134. Best of ME Teaching 90% in the Target Language FLES, Speno	150. Best of VA: The “Unspoken” Communicative Contract: Target Language Bullseye! Hall	166. Best of NJ: 10 Reasons I Love to Teach With TPRS Novels! Dowd
Sutton Center	102. Station Rotation in the World Language Classroom, Ferdinand, Arcuri	118. Keep Them Communicating, Greer, Mercado	135. Effective Game Design for Oral Proficiency, Forlano	151. Bringing Proficiency to the Foreground Through Re-Assessment, Camp	167. Let’s Talk! Ways to Engage Your Students in Authentic Conversations, Gluzman, Harris
Regent	103. Words Work for You! Vocabulary on the Path to Proficiency, Koch, Servino	119. ES: Digital Authentic Materials Increase Global Competency in World Languages, Bruns	136. Building Active Readers in a World Language Classroom, Oldham, Anderson	152. 90-10: Purposeful Target Language and English Use for Teachers and Students, Ritz	168. Pairing Authentic Texts for Multiple Perspectives and Critical Thinking, O’Toole
Beckman	104. Mix it Up! Maximum Engagement in the Spanish Classroom, Garrett	120. Start Your Class Right: Do-News That Wow! Stotler	137. Differentiating and Extending Communication Tasks Using ACTEL Can-Do Statements, Salavert	153. Reading for Meaning: Students, Texts, Strategies, Phillips	169. Lessons That Make (Not Break!) an IPA Unit, Williams
Bryant	105. ES: Keeping it Real, Quinlan	121. ES: The Future is Now — Developing 21st Century Skills, Griffin	138. ES: Spontaneous Instruction! Encouraging Interpersonal Communication through Scaffolding, Colling	154. ES: Let’s Get Interpersonal, Sacco	170. ES: Sansspace LIVE, the Web-Enhanced Language Learning System, Camey
Nassau East	106. Short or Long: Getting to the Interpersonal and Presentational Core, Sokolosky	122. ES: Making Communication Relevant and Engaging from Day One! Louzao	139. Powerfrauen! Integrating Influential Women Into the German Curriculum, Gwin, Gonglewski, Eichler	155. Maximizing Study Abroad: Combining Language Proficiency and Intercultural Development, Erickson, Berka, Hu, Castro, Geithner	171. Multikulti Bremen, Bendorf
Nassau West	107. Fostering a Love of Latin in the AP Curriculum, Solomon	123. Spanish Community-Engaged Courses to Raise Awareness About Healthy Habits, Osa-Melero, Martínez	140. ES: NEARPOD: Language Learning Solutions in the Digital Age, Comer, Franklin	156. Proficiency for a Purpose, Kashuba	172. Developing World Language Proficiency Through Effective Use of Authentic Material, Reuber
Murray Hill East	108. Spanish Learning Made Fun and Easy, Raborg	124. Helping Students Thrive In A 90+% Target-Language Classroom, Howard	141. Young Learners Speaking in the Target Language: Ideas that Work! Seewald, Pavesio, Leon, Ugarte	157. Authentically Elementary, Reter, Gallardo	173. NNELL Networking “Un-Con” Session, Coulehan
Murray Hill West	109. Using Poetry to Enhance Language Development in the World Language Classroom, Colon	125. Assessing Versus Grading in the World Language Classroom, Eiff, Menninger	142. The Power of Music: Rapping Their Way to Proficiency, De Mado	158. Fostering K-16 Collaboration and Articulation, Graner Kennedy, Carson	174. Incorporating Science Topics in the Spanish Curriculum to Foster Proficiency, San Martin, Yanez
Gramercy East	110. Lorea and Almodóvar: Unleashing Proficiency Through the Dramatic Short Sentence, Gómez-Ivanov	126. #techlab	143. Research Roundtable	159. PBLL for the Greater Good, Brady	175. Mead Project: Creating Classical Connections, Lamb
Gramercy West	111. EmPOWERing All Writers: Writers Workshop and Writing Strategies, Rodriguez, Zamora	127. Kaaa-POW! Superhero Narratives and Second Language Learning, Lapidus	144. The America’s Languages Working Group: Update on the Commission’s Work, Rivers, Puleimi	160. The POW-er of Formative Assessments, White, Mark	176. Music in the Foreign Language Classroom: Unleashing the Power of Proficiency, López
Gibson	112. ES: Tomorrow’s Technology Today: Interactive Tools for 21 st Century Digital Learners! McMahon	128. ES: Culture Without Bounds, Blasi, Gerard, Altieri	145. ES: Transformative Teaching: Action Research and Summer Language Institute Spanish Teachers, Connor, King, Henderson, Levinsky	161. Power up the Presentational Mode! Eichler	177. ES: Keep Them Talking in the TL, the RLKA Way! Clivaz, Roberts
Clinton	113. ES: Promoting Student and Teacher Success Through AATSP: Opportunities and Resources, Spaine Long	129. ES: Leading with German: Ideas for Your Local Community, Cothrum, Becker	146. ES: Using the Francophone World to Promote French Programs, Abrate	162. ES: The Standards for Classical Language Learning: Inspiration and Application, Little, English	178. ES: El uso de la cultura española en el aula, Garcia Salinero
Madison	114. Mead Leadership Collaborative, Lutz	130. ES: Using Foreign Language Readers, Tracy	147. ES: Building Proficiency Using Authentic Spanish Resources, Sayers	163. ES: Explore Proficiency-Driven Strategies for Novice/Intermediate French via Interculturality, Zwanziger, Weiss	179. ES: Proficiency is Trending Again! Lennon, Haugh, Moore, Cohn
Concourse F	115. Activating the ACTFL Proficiency Guidelines in AFL Instruction and Curriculum, Hassan, Abd El-Wahab, Hassanein, Yacout	131. Expanding Can-Do Statements to Generate Level-Appropriate Tools, Lin, Zhou	148. Proficiency Means Orality in Arabic L2 Classrooms, Chouari, Baskerville	164. From Class to Community — Language Outreach at the Library, Alani	180. Community College Forum, Gifford, Franklin

Overview of All Concurrent Sessions: Saturday

Room	Session 6, 8:00–9:00 a.m.	Session 7, 11:00 a.m.–12:00 p.m.	Session 8, 1:30–2:30 p.m.	Session 9, 2:45–3:45 p.m.	Session 10, 4:00–5:00 p.m.
Sutton North	202. Learning With the News and Social Media. Pelaez-Martinez	220. 90%+: Promoting Target Language Use for Performance, Gifford	237. Focus Learning With Can-Do Statements, Moeller, Abbott	253. Adapt the Task, Not the Text; Or, Tier the Text! Grahn	269. Words With Friends: Vocabulary Acquisition for Proficiency, Lundgaard
Sutton South	203. Best of GWAFTL: Traditional Rhythms: African Diasporan Culture in the Spanish Language Classroom, Dunzo, McBurney	221. Best of MD: Risky Business: Strategies to Encourage Risk Taking in the Classroom, Dempsey, Dunkin	238. Best of MA: Team Challenges in the Target Language, Uyaguari	254. Best of NH: Madame, Can we PLEASE read today? Smart	270. Best of NY: Wake Up and Wow Your World Language Class. Greer, Mercado
Sutton Center	204. Can-Do: IPAs that Integrate Language, Culture, & Content, Eddy	222. Opposing Dictatorship and Building Identity via Music, Literature, and Film, Hackbarth, Carrion Guerrero, Dattel	239. Teaching on FLEEK! Giving Gen Z-ers What They Need, Shmizaki, Grosser	255. Flight 2017–2018 — Destination: Language Proficiency, Hunkemoeller	271. Unleash the POWER of Movie Talk for Language Acquisition, Dowd
Regent	205. Principles of Effective World Language Programs, Carson	223. ES: Cutting Edge Technology that Enhances the 3 Modes of Communication, Orlando, Solomon, Wallis	240. Best of PA: 1:1 à la une : la technologie pédagogique rendue facile, Stroud	256. Best of RI: HomeFUN — Engaging Students in Language Learning Outside of the Classroom, Klassen	272. Memes and Messages: Memorable Experiences for Language Learners, Harger, Günther
Beekman	206. Best Practice for AP Spanish Language Teachers, Chaffo	224. Elevating Student Engagement Through the Integration of Technology, Medina-Mendoza, Medina	241. Awesome Assessments and Activities with Authentic Resources, McNally, Kirshenbaum, Brennan, Porzio	257. Comprehensible Conversation, Holmes	273. Integrated Performance Assessment (IPA) Exemplars Poster Session, Bustamante
Bryant	207. ES: Not Your Average Oral Exam: POWering Up Proficiency & Creativity, Slobodian, Karash-Eastman	225. ES: Community: Taking Students From Surviving to Thriving, Jones	242. POWER of Digital Narratives in the Foreign Language Classroom, Casale	258. Develop Oral Proficiency Through Formulative Questions, Tuttle	274. Building Culturally Competent Language Learners, Abeam, Teague
Murray Hill East	208. Communicative Stations in the World Language Classroom, Coulehan	226. Beyond Greetings in the Elementary School: Igniting Passion Through Integration, Fahrig-Pendse, Stetina, Celentano	243. Using the 5 Es to Develop Student Proficiency, Gilbert	259. The Magic of Children's Literature - Reading & Speaking Skills, Berman	275. The Interactive Notebook in the World Language Elementary Classroom, Jennings
Murray Hill West	209. Teaching Language, Culture, & History Through Music: A Model Course, LeLoup, Hughes	227. Podcasts and Content-Based Courses: Digital Literacy and French Oral/Aural Skills, Gosson	244. Bringing Life, Purpose, and Meaning to Your Novice Descriptions Unit, Sherrow, Denton	260. Integrating Teaching, Learning and Assessment Through Project-Based Instruction, Merino, Zetterstrand, Moscardó-Valles	276. Ready? Set? GOAL! Moving Learners into Target Proficiency Levels, Tharrington
Gramercy East	210. Inclusive Foreign Language Learning Environments, Wight	228. Social Justice and Languages: The Amazing Case of El Biblioburro, Langer de Ramirez	245. Mead Project: Exploring Student Collaboration — Ideas and Assessments, Hodgdon	261. Mead Project: Creating a Sustainable Professional Support Program for World Language Teachers, Rivard	277. Teach in the Target Language Without Scaring Your Students!, McClintock
Gibson	211. Vivons la langue française! Trinquet	229. ES: The Ideal Lesson Plan: Ten Steps to Total Fluency, Conner	246. The POWER of Authentic Resources, Matthews, Rose	262. Learn With the National Language Teacher of the Year, Jin	278. Discover Paris with Jules Verne's "Paris au XXe siècle," Hudson
Clinton	212. Spain Study Abroad for Teachers and Their Students, Muir, Shylock	230. ES: Polyglot: Interactive Language Learning Games, Loyd, Hopkins	247. Teaching to Cultural and Linguistic Proficiency Through Media, Vaidean, Pittman, O'Brien	263. A Genre-Based Approach to the Three Modes of Communication, Griffin, Dattel	279. Creating Connections Using the United Nations Sustainable Development Goals, Kentengian
Madison	213. ES: Powerful Authentic Communication in the Spanish Classroom, Sayers	231. ES: Chinese Through a Global Network Classroom, Sun	248. Future Teachers and the Art of Planning to Improvise, Lorenzen	264. Priser les sécrètes-les cours-Stratek	280. Enriching World Language Competencies for the Professional World, Garcia, Lopez-Mayhew
Concourse A	214. Maupassant and Gide: Two Integrated Lesson Plans, Lapp	232. Instructional Strategies for Authentic Interaction and High Engagement, Moreno	249. Believe it or Not, You Are a Marketing Specialist!, Hall	265. Developing Students' Intercultural Competence in the Foreign Language Classroom, Gómez-Pereira, Reyes, Wagner	281. STARTALK Principles: A Pathway to Linguistic, Intercultural and Global Competence, Hart, Kureishy
Concourse B	215. All Students Can Succeed: Interpersonal and Presentational Models, Gillett, Hodgdon	233. Interactive Reading and Digital Glossing of Authentic Material, Gardner	250. From On-Site to Online: Making the Shift, Villa, Bow	266. Mentor Scholarship Winner Debrief	282. A Hybrid L2 Pronunciation Approach: Online Tools Plus Traditional Techniques, Bauman
Concourse E	216. Learning Strategies & Multiple Intelligences in the Language Classroom, Schmieters-Heller, Vaidean	234. From Chapters to Chatter: Priming your Program for Proficiency, Steverman	251. Coupling Proficiency and Engagement Through Technology, Armstrong	267. Proficiency "Over Rules" — Communicate, Not Conjugate!, Kaplan, Fallon	283. The Cultural Landscapes of the Rhine River, Van Kerckvoorde
Concourse F	217. Language and Culture Through Contemporary Film, Lin	235. Dance With Chinese Characters: Hook Your Students in Character Learning, Zhang	252. Two Models for Content-Based L2 Instruction Through Media, Malykhina, Angrist	268. Concept-Based Teaching for Effective Learning of Complex Language Features, Lantolf, McManus	284. Multilingual Classics Recitation, Haddad, Ziegler

**155. Maximizing Study Abroad:
Combining Language Proficiency
and Intercultural Development**
Session: 4 Nassau East

Study abroad has the potential to foster significant language gains. However, studies have shown that students make uneven progress while abroad. In general, the main reasons are lack of contact with the target language and difficulties with intercultural development. To heighten the benefits of the year abroad for students in our International Engineering Program, we have developed a sequence of interventions designed to increase students' contact with the language while abroad. The interventions also foster their development of intercultural competence. We will present sample interventions and describe how they relate to the ACTFL Proficiency Scale and to Milton Bennett's Development Model of Intercultural Sensitivity.

Organizer/Presenter(s):

Lars Erickson, Ph.D.,
University of Rhode Island, Kingston, RI
Sigrid Berka, Ph.D.
University of Rhode Island, Kingston, RI
Xiaoyan Hu,
University of Rhode Island, Kingston, RI
Zoila Castro,
University of Rhode Island, Kingston, RI
~~Anett Geithner, DAAD, Kingston, RI~~

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

Keyword: Curriculum

Examples in: Chinese, French, German, Spanish

Language(s) spoken: English

156. Proficiency for a Purpose
Session: 4 Nassau West

Why become proficient in French, German, Italian, or Spanish? Among other reasons, because they are among the important languages in the European Union. This presentation will describe an interdisciplinary minor in European Union/European Studies, funded by a Title VI grant from the U.S. Department of Education. The minor promotes language proficiency in one of these four languages with the goal of developing competence in candidates who might seek positions in government, business, and industry, among other areas. It includes supporting courses in related areas, along with the option of Language across the Curriculum and distance learning with European partner institutions. Participants will learn the details and benefits of such a program and discuss possible implications.

Organizer/Presenter(s):

Mary Helen Kashuba, D.M.L.,
Chestnut Hill College, Philadelphia, PA

Intended Audience(s): High School & College

Keyword: Curriculum

Examples in: Several

Language(s) spoken: English

157. Authentically Elementary
Session: 4 Murray Hill East

What does language learning with authentic resources look like in the world language classroom? No textbooks! No vocabulary lists! Just real-world learning! Participants in this session will explore various teaching strategies that are based on authentic resources and real-world contexts. These strategies have been created for the elementary Spanish classroom, but can easily be used in any world language classroom. From game shows to hashtags, these strategies appeal to a variety of learners and encourage interpretive, interpersonal, presentational speaking, and presentational writing skills in the target language. 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): PreK-12

Keyword: Instructional strategies

Examples in: Spanish

Language(s) spoken: English

**158. Fostering K-16 Collaboration and
Articulation**
Session: 4 Murray Hill West

This panel session will provide insights into key issues and challenges regarding articulation from K-16. Members of the panel will address topics and questions about programming from K-12, elementary, community college, and four-year universities. As more states award the Seal of Biliteracy, the challenge is for programs to be well-articulated and focused on proficiency-based instruction so that we, as a group of professionals, can deliver students with functional language to our communities and workforce. Members from NADSFL and other state organizations will share information for articulation and audience members will generate questions based on their own needs to personalize the presentation for participants. Join us to help foster more collaboration among our NECTFL colleagues and to unleash the power of proficiency for all of our K-16 students.

Organizer/Presenter(s):

Lea Graner Kennedy,
Stonington Public Schools, Stonington, CT
Jen Carson,
Virginia Beach Public Schools, VA
Nathan Lutz,
Kent Place School
Beth Slocum,
Genesee Community College
Kevin Gaugler,
Marist College

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

Keyword: Articulation

Examples in: Several

Language(s) spoken: English

Visit our
hospitality desk
on the Promenade
to purchase your
state basket raffle
tickets!

All proceeds are
returned to state
associations.

NJ

159. PBL for the Greater Good**Session: 4** **Gramercy East**

Project-Based Language Learning is a method of engaging students in content inquiry while keeping them in the Target Language. It necessitates spontaneous interactions and creates a classroom culture of collaborative interpersonal communication that works toward a common goal. The service component offers the opportunity to grow empathy in your students, giving them the gift of authenticity of purpose as well as audience, and showing them they have the power to make positive change in their world. This session will give an overview of PBL; tips to scaffold language use; ways to make connections with other classes, other professionals, and other content areas; project suggestions; and ways to bring your students' voices into the planning process.

Organizer/Presenter(s):

Tracy Brady,
Elmira City Schools, Elmira, NY

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English**160. The POW-er of Formative Assessments****Session: 4** **Gramercy West**

Are you aware of the mighty power of formative assessments? Come and learn how you and your students can harness the energy of this type of feedback. Support their growth, empower them to learn how to determine their own progress, and enable them to shine!

Organizer/Presenter(s):

Arlene White, Ed.D.,
Salisbury University (Retired), MD

Caroline Mark,
Washington County Public Schools,
Hagerstown, MD

Intended Audience(s): Secondary (6-12)**Keyword:** Assessment**Examples in:** French, Spanish**Language(s) spoken:** English**161. Power Up the Presentational Mode!****Session: 4** **Gibson**

In this session we will focus on the presentational mode by addressing the development of students' writing skills. We will present strategies to help teachers create customized authentic writing tasks for various acquisition levels and adapt them for the purposes of differentiated instruction reflecting various students' interests, strengths, and levels of needed support. Participants will discuss how to embed principled and repeated writing practice into their curriculum and assess students' progress in writing with the help of formative and summative instruments.

Organizer/Presenter(s):

Ester Eichler, Goethe Institut New York and
Abington Senior High School (PA)

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** German**Language(s) spoken:** German**162. EXHIBITOR SESSION: The Standards for Classical Language Learning: Inspiration and Application****Session: 4** **Clinton**

Explore the new Standards for Classical Language Learning! Participants will learn about the framework and explore strategies to allow the Standards to inform their teaching and to support student learning. The presentation will focus on the new framework of Standards for Classical Language Learning and their use in classrooms at all levels. Participants will become familiar with the components and terminology of the new Standards, with a focus on Communications. Participants will explore assessment strategies as part of the Standards-Based curriculum, and will explore assessments of all types, including proficiency, performance, and achievement.

Organizer/Presenter(s):

Sherwin Little, American Classical League
Mary English, Ph.D.
Montclair State University, Montclair, NJ

Intended Audience(s): PreK-16+ (all)**Keyword:** Curriculum**Examples in:** Latin, Classical Greek**Language(s) spoken:** English**163. EXHIBITOR SESSION: Explore Proficiency-Driven Strategies for Novice/Intermediate French via Interculturality****Session: 4** **Madison**

Discover how sequenced communicative tasks and integrated authentic resources can help your students reflect on essential questions, leading them down the path to proficiency. Get real examples of those tasks and resources from the upcoming new French 1, 2, 3 series, EntreCultures: Communicate, Explore, and Connect Across Cultures, plus strategies on how to use them in the classroom. If you're interested in a performance-based French program with features like authentic video blogs from native-speaker teens, communicative AND intercultural can-do statements aligned with the activities to each activity, and an IPA in every unit, join us at this first-ever session about EntreCultures. Elizabeth Zwanziger and Ed Weiss are leaders in the field of French language education. Meet them both and hear more about this proficiency-driven approach to French 1, 2, 3.

Organizer/Presenter(s):

Elizabeth Zwanziger and
Ed Weiss, Wayside Publishing

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English and French**Language(s) spoken:** English and French**164. From Class to Community — Language Outreach at the Library****Session: 4** **Concourse F**

This presentation summarizes a language outreach project at the local library and explains how undergraduate students from the university were involved in teaching languages to children. This pilot project was a collaboration between two instructors of German and Arabic and the public library. The undergraduate students volunteered to assist with this service-learning project and helped in the delivery of the content. A feedback survey was administered that helped to understand the undergraduates' perspective on the outreach project. A vocabulary test was used to determine possible effects of the service-learning project on the college students' vocabulary knowledge. The presentation will summarize the results from the surveys and vocabulary tests and will outline ways to connect college students with the community through language enrichment programs.

Organizer/Presenter(s):

Sarab Alani,
Yale University, New Haven, CT

Intended Audience(s): High School & College**Keyword:** Communities/Workplace**Examples in:** English**Language(s) spoken:** English

Exhibit Hall Coffee Break

3:30–4:15 p.m.

Session 5

165. Building Proficiency Through Targeted Student Learning Objectives**** Featured Session******Session: 5** **Sutton North**

Participants will learn how designing purposeful Student Learning Objectives (SLOs) with intentional action plans helps teachers to provide students opportunities for performance-based evidence that leads toward proficiency. SLOs that identify proficiency-oriented learning targets, student evidence, and data on student growth will be shared.

Organizer/Presenter(s):

Rita Oleksak,
Glastonbury Public Schools, CT
Megan Villanueva,
Glastonbury Public Schools, CT

Intended Audience(s): PreK-12**Keyword:** Assessment**Examples in:** Spanish, French, Russian, Chinese**Language(s) spoken:** English**166. Best of NJ: 10 Reasons I Love to Teach With TPRS Novels!****Session: 5** **Sutton South**

This workshop will give participants an introduction on how novels can revolutionize your classroom. They allow the teacher to weave in authentic resources such as film, music, food, geography, commercials, and more. Participants will uncover how teaching with novels will lead students to language proficiency and discover how terms such as Comprehensible Input, High Frequency Structures, PQA, Reader's Theater, Global Classroom, and TPRS are effortless when teaching with TPRS novels.

Organizer/Presenter(s):

Arianne Dowd,
South Brunswick HS, Monmouth Jct, NJ

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**167. Let's Talk! Ways to Engage Your Students in Authentic Conversations****Session: 5** **Sutton Center**

The purpose of this presentation is to provide language instructors with useful, well-developed ideas to improve student communication on a daily basis. Attendees will learn how to create daily activities to foster authentic communication. Additionally, participants will receive tools on how to assess students' conversations and provide feedback. The presentation will include examples from levels 1-5 and highlight students' abilities to navigate non-rehearsed communication. The presentation is applicable to all levels.

Organizer/Presenter(s):

Sebastian Gluzman,
ShIPLEY School, Bryn Mawr, PA
Kim Harris,
ShIPLEY School, Bryn Mawr, PA

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**168. Pairing Authentic Texts for Multiple Perspectives and Critical Thinking****Session: 5** **Regent**

Authentic texts — those written by and for speakers of the target language — are a vehicle for culturally situated communication. Pairing authentic texts expands students' access to the target language and cultural perspectives, and promotes the critical thinking embedded in the World-Readiness Standards for Learning Languages. This session explores the concept of pairing texts, demonstrates multiple examples of paired authentic texts across a range of genres, and suggests accompanying learning tasks. Participants will be invited to engage with the examples and share their own.

Organizer/Presenter(s):

Joanne O'Toole, Ph.D.,
SUNY Oswego, Oswego, NY

Intended Audience(s): High School & College**Keyword:** Culture/Literature**Examples in:** Spanish**Language(s) spoken:** English**169. Lessons That Make (Not Break!) an IPA Unit****Session: 5** **Beekman**

If you are making the transition to performance assessments or are interested in finding out what that entails, this session will provide examples and suggestions of how the structure of units and lesson design can, and should, reflect tasks and activities that both deliver authentic and meaningful content and provide students opportunities to develop proficiency in the three modes, in preparation for the final IPA tasks. It's the principle of Backwards Design in action. I will share my experience applying this process to my high school French classes and making the transition to an IPA-based curriculum. Examples and lessons from one entire unit for intermediate-low level students will be shared, including the final IPA.

Organizer/Presenter(s):

Megan Williams,
Tenafly High School, Tenafly, NJ

Intended Audience(s): Secondary (6-12)**Keyword:** Curriculum**Examples in:** French**Language(s) spoken:** English**170. EXHIBITOR SESSION: SANSSpace LIVE, the Web-Enhanced Language Learning System****Session: 5** **Bryant**

SANSSpace™ LIVE is a "Live Interactive Virtual Environment" designed for language learning with mobile devices, including Chromebooks and iPads. Language students gain more opportunity to develop communication skills and work on speaking and listening practice, individually or with a partner, all in a teacher-guided setting. Your language lab is now in any classroom or anywhere, any day or every day. One-to-one and BYOD schools have a powerful teaching tool to maximize individual and group language learning like never before.

Organizer/Presenter(s):

Jay Carney, SANS Inc./CTS

Intended Audience(s): High School & College**Keyword:** Assessment**Examples in:** Several**Language(s) spoken:** English

171. Multikulti Bremen**Session: 5** Nassau East

This session will provide an overview of the presenter's experiences taking part in a professional development course at the Goethe Institut in Bremen. The session will include a number of examples and materials from the course, as well as suggestions for implementing a culture and geography unit on the German city-state of Bremen. With a quarter of Bremen's population being of non-German origin, the multicultural aspects of the city-state and observations of the area's recent influx of immigration will also be presented.

Organizer/Presenter(s):

Michael Bendorf,
Sparta High School, Sparta, NJ

Intended Audience(s): High School & College

Keyword: Professional development

Examples in: German

Language(s) spoken: German, English

172. Developing World Language Proficiency Through Effective Use of Authentic Material**Session: 5** Nassau West

Unleashing students' power to obtain world language proficiency includes the need to develop students' intercultural awareness. This is especially important in regard to France's current challenges of national and cultural identity. This session examines how to address the phenomenon of immigration and the reshaping of French identity via the critical study of French newspapers, popular film, and song. The presentation exemplifies how to use these different forms of media to train students' skill set in the three modes of communication, to develop higher-level thinking skills, and to unleash students' power to become more proficient in the target language and to achieve intercultural awareness.

Organizer/Presenter(s):

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

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

Keyword: Materials

Examples in: French, English

Language(s) spoken: English

173. NNEELL Networking "Un-Con" Session**Session: 5** Murray Hill East

The NNEELL Networking Session is an opportunity for early language educators PreK-8 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. This will be run in an "un-conference" style session to foster ideas, conversation, and, most importantly, engagement between attendees.

Organizer/Presenter(s):

Marissa Coulehan,
The Dalton School, New York, NY

Intended Audience(s): PreK-8

Keyword: Professional development

Examples in: English

Language(s) spoken: English

174. Incorporating Science Topics in the Spanish Curriculum to Foster Proficiency**Session: 5** Murray Hill West

Participants will learn about frameworks for designing a project-based unit that integrates language, science, and technology to foster linguistic and intercultural competence. The unit explores global environmental issues in Latin America and Spain. It incorporates a multidisciplinary approach (historical, socioeconomic, environmental, health) to discuss diminishing water resources and the lack of access to clean, fresh water. The goals are to develop students' critical thinking and analytical skills by establishing connections between language, content, and culture. Students acquire and practice specific grammatical structures and relevant vocabulary targeting different communicative skills. They increase their understanding of certain historical events while drawing parallels with present sociopolitical practices. Secondly, they reflect upon the impact of local challenges on their own community, and debate about global environmental issues and devise practical solutions to real-life problems.

Organizer/Presenter(s):

Mariana San Martin,
Massachusetts Institute of Technology, MA
Ana Yanez,
Massachusetts Institute of Technology, MA

Intended Audience(s): High School & College

Keyword: Instructional strategies

Examples in: Spanish

Language(s) spoken: English, Spanish

175. Mead Project: Creating Classical Connections**Session: 5** Gramercy East

This session will introduce the hub website Creating Classics Connections, which was created with the advice and mentorship of my NECTFL Mead Fellowship for 2017. This website seeks to serve as a hub for sharing resources for teaching, professional development opportunities, and connecting teachers of Latin and Greek for support. Eventually, the plan is for the hub expand to cover all New England Classics programs and resources and to create a mentoring program for early career Classics teachers. Participants will discuss what teachers resources would be most valuable for teachers and how to use the resources currently available for Classics teachers.

Organizer/Presenter(s):

Maureen Lamb,
Kingswood Oxford School, W. Hartford, CT

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

Keyword: Professional development

Examples in: Latin, English

Language(s) spoken: English

176. Music in the Foreign Language Classroom: Unleashing the Power of Proficiency**Session: 5** Gramercy West

When it comes to obtaining authentic materials for foreign language classes, we might consider music. But how do we use it effectively? Can we use it in a way that will enhance our students' proficiency in the target language? This presentation will explore different techniques to optimize the use of music in the foreign language classroom. We will use authentic songs in the target languages and create interpretive, interpersonal, and presentational tasks in a fun and creative way. This could also be an innovative way to create IPAs and assess our students' proficiency in the target language.

Organizer/Presenter(s):

Yeri López,
Northern Valley Regional High School, Old Tappan, NJ and St. Peter's University, Jersey City, NJ

Intended Audience(s): High School & College

Keyword: Instructional strategies

Examples in: Spanish, Italian

Language(s) spoken: English

177. EXHIBITOR SESSION: Keep Them Talking in the TL, the RLRA Way!**Session: 5** **Gibson**

Teachers from the Avery Coonley School will share strategies for facilitating 100% use of the target language by teachers and students. Learn about a fun accountability system, tips for using engaging partner activities, and tools that allow students to start speaking in the target language from day one. Go home with a free sample lesson to try with your classes!

Organizer/Presenter(s):

Denise Clivaz,
The Avery Coonley School, Downers Grove, IL
Elizabeth Roberts,
The Avery Coonley School, Downers Grove, IL

Intended Audience(s): PreK-12**Keyword:** Materials**Examples in:** French, Spanish, Mandarin**Language(s) spoken:** English**178. EXHIBITOR SESSION: El uso de la cultura española en el aula****Session: 5** **Clinton**

This session is intended for Spanish teachers who want to have Spanish cultural resources for the classroom. A series of different cultural aspects will be introduced and a way to use them in the class presented afterwards. Participation of the attendants will be quite important.

Organizer/Presenter(s):

Alberto Garcia Salinero, Ed.D.,
Embassy of Spain - Education Office

Intended Audience(s): PreK-12**Keyword:** Culture/Literature**Examples in:** Spanish**Language(s) spoken:** Spanish**179. EXHIBITOR SESSION: Proficiency is Trending Again!****Session: 5** **Madison**

Need ready-made, proficiency-style activities to motivate your students? Proficiency Press will provide you with fun, communicative, culturally based activities that will engage your students throughout the period. From Performance Assessment in the three modes to Read to Write Tasks, you will be able to use these materials immediately with your students. E-chapters featuring all proficiency-style activities can be downloaded and shown to your students using the latest technology in your classrooms. Internet Tasks provide students with culturally based websites and activities that will capture their interest. These materials are aligned with the ACTFL World Language Readiness Standards.

Organizer/Presenter(s):

Pat Lennon, Ed.D., Proficiency Press
Rosemary Haigh, Proficiency Press
Douglas Moore, Proficiency Press
Carmela Cohn, Proficiency Press, Inc.

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish, French, Italian, German**Language(s) spoken:** English**180. Community College Forum****Session: 5** **Concourse F**

How can we best revise, update and improve our curriculum? In this forum, we will share insights from our respective programs. We'll discuss curriculum redesign, including proficiency levels and targets, scaffolded language learning sequences, common departmental assessments and professional development. 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 Community College, MA
Laura Franklin, Ph.D.
Northern Virginia Community College, VA

Intended Audience(s): Two-year College/Community College**Keyword:** Curriculum**Examples in:** Several**Language(s) spoken:** English**NY****181. NECTFL Awards Ceremony and Reception****Regent****6:00–7:30 p.m.**

Join us as we recognize our 2018 NECTFL award winners, NECTFL Teacher of the Year (TOY), Mead Fellows, and all Northeast Region TOY candidates.

Featured Sessions Saturday

The following sessions have been specially recognized by the Program Committee for their strong connection to the theme:

Unleashing the POWER of Proficiency. All featured sessions are scheduled in Sutton North, with one per session time slot.

202. Learning With the News and Social Media

Session: 6 Sutton North

Using current events has always been a vital resource in the classroom. Today, with events being reported by news sources and eyewitness accounts on social media, the amount of material can prove to be daunting to incorporate. Using target language news sources, tweets, and online videos has proven for my language students to be the next-best thing to actually being in the country. Language students are able to engage with native speakers and their unique perspectives through units created incorporating such sources. Participants will leave this workshop with a better understanding of how to integrate current events into an Integrated Performance Assessment and will leave with concrete examples of IPA activities for intermediate-mid learners. While this workshop uses examples in Italian and Spanish, it can be applied to any language class.

Organizer/Presenter(s):

Beatriz Pelaez-Martinez,
Tenafly High School, Tenafly, NJ

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

Keyword: Instructional strategies

Examples in: Italian, Spanish

Language(s) spoken: English

220. 90%+: Promoting Target Language Use for Performance

Session: 7 Sutton North

What makes for a truly rich environment for language learning? Consistent target language use plus a focus on student performance! Explore practical strategies on TL use by teachers and learners in the context of performance-based instruction: connecting with learners through their own demonstrably successful language use. We'll illustrate, brainstorm, and demonstrate activities and techniques that promote positive conditions for language learning through 90%+ TL use and that help students develop proficiency and confidence.

Organizer/Presenter(s):

Charlotte Gifford,
Greenfield Community College, MA

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

Keyword: Instructional strategies

Examples in: French, Spanish

Language(s) spoken: English

237. Focus Learning With Can-Do Statements

Session: 8 Sutton North

New NCSSFL-ACTFL Can-Do Statements capture improvements in each Mode of Communication (Interpersonal, Interpretive, and Presentational) as learners move across the proficiency continuum. Can-Do Statements also showcase indicators of increasing competence in intercultural communication. This session examines learning indicators and sample tasks that guide the development and assessment of learners' improvement in using language as they demonstrate communicative interactions; understanding what is heard, read, or viewed; and creating written messages.

Organizer/Presenter(s):

Ali Moeller, Ph.D.,
ACTFL President & University of
Nebraska-Lincoln, Lincoln, NE
Marty Abbott, ACTFL

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

Keyword: Curriculum

Examples in: Several

Language(s) spoken: English

253. Adapt the Task, Not the Text; Or, Tier the Text!

Session: 9 Sutton North

Using authentic text in the world language classroom provides a cultural and linguistic context for our learners. Interacting with authentic text provides input to students and supports increasing their language proficiency. In this session, we will explore how to adapt tasks for authentic text to meet the needs of all learners across the proficiency continuum. We will do so by tiering — providing scaffolding and support for struggling learners and open-ended, more challenging tasks for advanced learners. We will also explore how to tier text on the same themes and create generic tasks that span the tiers.

Organizer/Presenter(s):

Leslie Grahn,
Howard County Public Schools, retired, MD

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

Keyword: Instructional strategies

Examples in: Several

Language(s) spoken: English

269. Words With Friends: Vocabulary Acquisition for Proficiency

Session: 10 Sutton North

What does learning vocabulary really mean, how does it happen, and what environments lead to it? No matter what our instructional beliefs are, we all can agree that having a pool of useful, usable, and personally meaningful words is a critical factor in students growing as language users. This session identifies five critical aspects of vocabulary learning and explores how these aspects are realized in the classroom, including the connection to student engagement and motivation.

Organizer/Presenter(s):

Greta Lundgaard,
Independent Consultant, Dallas, TX

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

Keyword: Research

Examples in: English

Language(s) spoken: English

Session 6

201. NADSFL/NCSSFL Breakfast

7:00–8:00 a.m.

Concourse G

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

202. Learning With the News and Social Media**** Featured Session****

Session: 6

Sutton North

Using current events has always been a vital resource in the classroom. Today, with events being reported by news sources and eyewitness accounts on social media, the amount of material can prove to be daunting to incorporate. Using target language news sources, tweets, and online videos has proven for my language students to be the next-best thing to actually being in the country. Language students are able to engage with native speakers and their unique perspectives through units created incorporating such sources. Participants will leave this workshop with a better understanding of how to integrate current events into an Integrated Performance Assessment and will leave with concrete examples of IPA activities for intermediate-mid learners. While this workshop uses examples in Italian and Spanish, it can be applied to any language class.

Organizer/Presenter(s):

Beatriz Pelaez-Martinez,
Tenafly High School, Tenafly, NJ

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

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>.

**203. Best of GWAFTL: Traditional Rhythms: African Diasporan Culture in the Spanish Language Classroom**

Session: 6

Sutton South

This session will focus on the inclusion of historical roots and cultural topics that examine traditional rhythms of the cultures of the Afro-Mexican, Afro-Peruvian, Afro-Cuban, Afro-Puerto Rican, etc. Attendees experience authentic teaching/learning materials represented by video clips, music, photography, etc. that support and stimulate the engagement of the ACTFL interpretive, interpersonal, and presentational communicative modes. The examination of African-influenced Hispanic cultures of areas such as Latin America and the Caribbean provide diverse and culturally rich instructional resources and take into account the implications of the theory of multiple intelligence (Gardner) in the student-centered teaching/learning process. This session is open to all levels of language and cultural instruction.

Organizer/Presenter(s):

Annette Dunzo, Ph.D.,
Howard University, Washington, DC

Wendy McBurney, Ph.D.,
Howard University, Washington, DC

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** Spanish and English**Language(s) spoken:** English and Spanish**204. Can-Do: IPAs that Integrate Language, Culture, and Content**

Session: 6

Sutton Center

In this session, participants will see how well-crafted Integrated Performance Assessments will yield specific, powerful Can-Do statements for creative language use and intercultural competence. In this Power Hour, we will design tasks in the three modes with value beyond the self and classroom, solving problems, and creating products. Let's see how these tasks meet articulation and transfer goals with Can-Dos in the driver's seat.

Organizer/Presenter(s):

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

Intended Audience(s): High School & College**Keyword:** Assessment**Examples in:** Several**Language(s) spoken:** English**205. Principles of Effective World Language Programs**

Session: 6

Regent

Gain an in-depth understanding of the Principles of Effective World Language Programs released by NADSFL in 2015. Explore the four facets of Curriculum, Assessment, Program Design, and Teacher Effectiveness; the leadership behaviors you can use to improve and expand your program; and the resources that will support your efforts.

Organizer/Presenter(s):

Jennifer Carson, J.D.,
Virginia Beach City Public Schools,
Virginia Beach, VA

Intended Audience(s): PreK-16+ (all)**Keyword:** Professional development**Examples in:** English**Language(s) spoken:** English**206. Best Practice for AP Spanish Language Teachers**

Session: 6

Beekman

We will discuss key strategies to keep your students motivated and progressing in higher-level Spanish instruction. These will include the use of current news as a tool to engage students and develop listening and speaking skills. We will also look at methods to take the fear out of reading comprehension and make it more accessible by equipping students with clear tools and strategies to use in their exam. Furthermore, we will have time to exchange ideas among current AP Spanish teachers. This session will be conducted in Spanish.

Organizer/Presenter(s):

Luis Chaffo,
Gonzaga College High School, Washington, DC

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

PA

207. EXHIBITOR SESSION: Not Your Average Oral Exam: POWering Up Proficiency and Creativity**Session: 6** **Bryant**

Authentic, proficiency-based assessments are better for our students but can be difficult to design, implement, and evaluate. This session will help teachers tackle this challenge by demonstrating the benefits of incorporating technology in oral proficiency assessment. Using a variety of tasks and video recording tools, we will discuss how to consistently track student oral proficiency growth in the three modes while also unleashing the POWer of the student voice. Come experience our process of designing engaging sets of tasks that provide ample practice, feedback, and creativity for students. We will present tasks from multiple languages and examples from Spanish students. Put our methods to the test through discussion and creation of tasks for your own students. When proficiency assessment is efficient, effective, and engaging, the oral exam can become the best part of your language class.

Organizer/Presenter(s):

Jennifer Slobodian, Ph.D., EMC School
Jennifer Karash-Eastman, Ph.D.
St. Bonaventure University, Allegany, NY

Intended Audience(s): High School & College**Keyword:** Assessment**Examples in:** Several**Language(s) spoken:** English**208. Communicative Stations in the World Language Classroom****Session: 6** **Murray Hill East**

Have you ever wanted to use stations or centers in your language classroom? Are you hesitant because you fear the students will resort to using English? Not sure how to begin? In this session, you will learn how to successfully prepare and implement communicatively based centers that will promote language-learning independence and fun! Through the use of simple interactive games, literacy, and technology, you will find that you can start using stations right away!

Organizer/Presenter(s):

Marissa Coulehan,
The Dalton School, New York, NY

Intended Audience(s): PreK-8**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**209. Teaching Language, Culture, and History Through Music: A Model Course****Session: 6** **Murray Hill West**

This session details a model course for teaching language, culture, and history through musical content. This immersion course departs from the norm by using song genres/lyrics through time as its organizing principle. The use of authentic music and lyrics enables the instructor to provide visual, audio, social, and contextual cues to language learners, and permits students to immerse themselves in the vivid imagery and other multi-faceted stimuli of the historical, lyrical, and cultural eras addressed. Exploring language, culture, and history through music and lyrics provides a variety of pedagogical learning opportunities that serve to stimulate and motivate student learning. Pre- and post-course questionnaire results and comments from students will be discussed. Though originally taught as an advanced Mandarin Chinese course, the presenters believe that this format is easily generalizable across languages and cultures.

Organizer/Presenter(s):

Jean LeLoup, Ph.D.,
U.S. Air Force Academy, Colorado Springs, CO
Haning Hughes, Ph.D.
U.S. Air Force Academy, Colorado Springs, CO

Intended Audience(s): Four-year College/University**Keyword:** Curriculum**Examples in:** English, Chinese, Spanish**Language(s) spoken:** English**210. Inclusive Foreign Language Learning Environments****Session: 6** **Gramercy East**

As we strive to allow all learners access to the many benefits of language learning, as called for by ACTFL, we face numerous challenges in making our language learning environments more inclusive. This session will explore the results of a survey of language educators in NYS regarding challenges they have faced in making their language classrooms more inclusive and potential solutions. Topics discussed will include available resources, special education support, policies and practices, and understandings of varied learner needs. The session will include time for participant discussion; we'd love to hear about your experiences!

Organizer/Presenter(s):

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

Intended Audience(s): Secondary (6-12)**Keyword:** Policy, issues**Examples in:** English**Language(s) spoken:** English**211. Vivons la langue française!****Session: 6** **Gibson**

Because a language is not translated word by word but a living experience, we will be showing in our workshop how to communicate in real situations. Students become 'actors' in their own learning and this way we help them to learn French naturally!

Organizer/Presenter(s):

Patricia Trinquet, CLE International, France

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** French**Language(s) spoken:** French**212. Spain Study Abroad for Teachers and Their Students****Session: 6** **Clinton**

In this presentation, participants will learn how study abroad can benefit them as well as their students. The presenter will compare study abroad trips and cultural tours, and using a company versus designing a trip from scratch; and will investigate what designing one from scratch entails and how it's accessible to all students, especially those coming from socio-economic challenges. Information will be provided to allow teachers and students the opportunities of lifelong language learning as they gain world knowledge and improve their Spanish proficiency while exploring a new culture!

Organizer/Presenter(s):

Maggie Muir Shylock,
Franklin Township High School, Somerset, NJ

Intended Audience(s): High School**Keyword:** Connections/Comparisons**Examples in:** Spanish**Language(s) spoken:** English**213. EXHIBITOR SESSION: Powerful Authentic Communication in the Spanish Classroom****Session: 6** **Madison**

This session demonstrates strategies and resources to develop authentic Spanish communication in the interpretive, interpersonal, and presentational modes. We will explore ways to provide comprehensible input, scaffold communicative activities, and assess using performance-based tasks. We will examine resources that can be used and discuss the best practices of all participants.

Organizer/Presenter(s):

Rich Sayers, Pearson

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

214. Maupassant and Gide: Two Integrated Lesson Plans**Session: 6****Concourse A**

In this session I will propose two full lesson plans based on Maupassant's "Parure" and the prologue of Gide's "Symphonie pastorale." The lesson plans will expand upon current events in the news, infographics about social data in the French-speaking-world, artwork, movies, documentaries, and grammar practice. I will also share ideas on how to adjust these lessons for students from intermediate to advanced levels, how to adapt the material and activities to a differentiated classroom, and how to integrate the five Cs of language learning: Communication, Cultures, Connections, Comparisons, and Communities. Examples will be mostly in French, with some comparative readings from Virgil's "Aeneid" and Dante's "Divine Comedy."

Organizer/Presenter(s):

Catherine Lapp, Ph.D.,
Garrison Forest School, Owings Mills, MD

Intended Audience(s): High School & College

Keyword: Culture/Literature

Examples in: French, Italian, Latin

Language(s) spoken: English

215. All Students Can Succeed: Interpersonal and Presentational Models**Session: 6****Concourse B**

The skills needed to be successful in the interpersonal and presentational assessments on the AP exam can be practiced from day one. This workshop will support the integration of written and spoken assessments at every level using the AP free-response items as a model, regardless of curriculum themes and regardless of AP participation. Participants will learn how to create assessments that scaffold, leading students to increasing the complexity of discourse. We will share examples of speaking exercises at all levels and give some fresh writing ideas, encouraging participants to reflect on how they can modify already-existing assessments to be more aligned to proficiency standards. Participants will walk away with tips and tricks for immediate implementation. We will show examples, share resources, and have participants contribute their own ideas.

Organizer/Presenter(s):

Kristin Gillett, Westford Academy, MA
Cindi Hodgdon,
Conval High School, Peterborough, NH

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

Keyword: Instructional strategies

Examples in: German

Language(s) spoken: English

216. Learning Strategies and Multiple Intelligences in the Language Classroom**Session: 6****Concourse E**

Learning another language is a highly personalized process. As teachers, we aim to incorporate different activities to address our students' learning styles, but are also influenced by our own preferences for learning strategies and intelligences. This presentation highlights the use of student questionnaires on learning strategies and multiple intelligences in A1-B2 German-language classrooms. Teachers can use the information in the questionnaires to get a better idea of how their students prefer to learn, to create a broader and more varied spectrum of classroom activities, to raise student awareness of different strategies and intelligences, and to maximize student learning without compromising teaching methodology.

Organizer/Presenter(s):

Jutta Schmiere-Heller, Columbia University, NY
Simona Vaidean, Columbia University, NY

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

Keyword: Instructional strategies

Examples in: German

Language(s) spoken: English

217. Language and Culture Through Contemporary Film**Session: 6****Concourse F**

While movies such as "Crouching Tiger, Hidden Dragon" have helped Chinese cinema broaden its appeal and consolidate its position as a significant force in international cinema, such historical fantasies won't do much to help students understand issues facing current Chinese society. How can contemporary film be used as a source of authentic language input and impetus to L2 communication? In this workshop, attendees will learn how contemporary film can be used to meet these goals. First, there will be a PowerPoint introduction to the pedagogical rationale behind the material and methods, and then a film clip and a simulated lesson with the attendees. After viewing another clip, attendees will brainstorm ideas on how to prepare a lesson on that clip. This session will be of special interest to teachers of Chinese, but will include discussion of ideas applicable to any language and all levels from intermediate to advanced.

Organizer/Presenter(s):

Ginger Lin, Bennington College, VT

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

Keyword: Culture/Literature

Examples in: Mandarin, English

Language(s) spoken: English

218. NECTFL Past Chairs Breakfast**Session: 6****Chair's Suite**

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

Exhibit Hall Coffee Break

9:00–9:45
a.m.

RI

219. Genreal Session and Keynote Address

9:45–10:45 a.m. Sutton

All attendees are welcome to join us for our general session and keynote address by Dr. Eileen Glisan.



Dr. Eileen W. Glisan is Distinguished University Professor of Spanish and Foreign Language Education at Indiana University of Pennsylvania (IUP), where she coordinates the Spanish Education K-12 Program. She was President of ACTFL in 2010 is certified by ACTFL as an oral proficiency tester of Spanish. In 1997 she was Chair of the Northeast Conference on the Teaching of Foreign Languages (NECTFL) and was also President of the Pennsylvania State Modern Language Association (PSMLA). She is co-author of *Teacher's Handbook: Contextualized Language Instruction*, a leading methodology text now in its fifth edition. She is also co-author of the newly published text, *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*, and of the 2013 text, *Implementing Integrated Performance Assessment*. She has published numerous articles in edited books and scholarly journals such as *The Modern Language Journal*, *Foreign Language Annals*, and *The Canadian Modern Language Review*. Dr. Glisan is the recipient of several awards including the 2012 PSMLA Frank Mulhern Leadership Award for Outstanding Leadership in World Languages and Cultures, the 1996 Anthony Papalia Award for Excellence in Teacher Education, given by ACTFL and the New York State Association of Foreign Language Teachers, and the 2008 Nelson H. Brooks Award for Distinguished Service and Leadership to the Profession given by NECTFL.

Session 7

220. 90%+: Promoting Target Language Use for Performance

** Featured Session **

Session: 7 Sutton North

What makes for a truly rich environment for language learning? Consistent target language use plus a focus on student performance! Explore practical strategies on TL use by teachers and learners in the context of performance-based instruction: connecting with learners through their own demonstrably successful language use. We'll illustrate, brainstorm, and demonstrate activities and techniques that promote positive conditions for language learning through 90%+ TL use and that help students develop proficiency and confidence.

Organizer/Presenter(s):

Charlotte Gifford,
Greenfield Community College, MA

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

Keyword: Instructional strategies

Examples in: French, Spanish

Language(s) spoken: English

221. Best of MD: Risky Business: Strategies to Encourage Risk Taking in the Classroom

Session: 7 Sutton South

Developing a teacher and student growth mindset can be a challenge. However, being a risk taker is an essential part of language acquisition. Join us in this interactive session as we present strategies that will encourage risk taking in the classroom. We will focus on engaging activities and creating an environment that will foster student centered learning and increased teacher creativity. Participants will leave with concrete ideas for classroom design, a list of options for student demonstration of knowledge for a variety of proficiency levels, and different methods for giving and receiving feedback between student, parent and teacher. Bring your shades, it'll be cool!

Organizer/Presenter(s):

Gloria Dempsey,
St. Mary's County Public Schools,
Lexington Park, MD

Crystal Dunkin,
St. Mary's Ryken High School,
Leonardtown, MD

Intended Audience(s): High School

Keyword: Instructional strategies

Examples in: Spanish and English

Language(s) spoken: English

222. Opposing Dictatorship and Building Identity via Music, Literature, and Film

Session: 7 Sutton Center

This interactive session will engage in the analysis of different pieces of music, short stories, and film that emerged to overcome oppression and forge a new identity during the Spanish Civil War, Spanish dictatorship, and La Transición. This hands-on presentation will offer practical examples of activities that align with the 5 Cs, and where participants will acquire strategies to prepare students to analyze culture and language within a content-based unit through the three modes of communication. With the use of culturally authentic materials, this presentation will provide strategies to help students develop cultural competency and critical thinking.

Organizer/Presenter(s):

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

Elena Carrión Guerrero,
Boston University, Boston, MA

María Datel,
Boston University, Boston, MA

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

Keyword: Culture/Literature

Examples in: Spanish

Language(s) spoken: English

223. EXHIBITOR SESSION: Cutting Edge Technology that Enhances the 3 Modes of Communication

Session: 7 Regent

This session introduces attendees to sound pedagogical practices bolstered by digital learning tools to support the three modes of communication in the modern and ancient language classrooms. Strategies for instructional design, student participation, and formative assessment for authentic learning environments will be explored.

Organizer/Presenter(s):

Michael Orlando, Ed.D.,
Elizabeth Solomon,
Mellissia Walles,
Idioma Education & Consulting

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

Keyword: Technology

Examples in: Several

Language(s) spoken: English

224. Elevating Student Engagement Through the Integration of Technology**Session: 7** **Beekman**

This session will provide teachers with a survey of digital tools that optimizes the students' learning experiences and increases engagement and participation. Framed around the Framework for 21st Century Learning, the presentation will focus on different websites and online tools that enhance language learning and digital literacy skills. Participants will also learn how to use these tools to differentiate instruction based on students' learning styles. This interactive session will include Schoology, Google Suite, Nearpod, Kahoot, and more!

Organizer/Presenter(s):

Belen Medina-Mendoza,
Villa Maria Academy, Malvern, PA

Barbara Medina,
Archdiocese of Philadelphia, PA

Intended Audience(s): PreK-12**Keyword:** Technology**Examples in:** Spanish**Language(s) spoken:** English, Spanish**225. EXHIBITOR SESSION: Community: Taking Students From Surviving to Thriving****Session: 7** **Bryant**

Community is the centerpiece around which the other Standards can and should align. The basic human needs of survival, belonging, and competence are met in a community, yet in our classes these three areas are usually not addressed. Come experience how to change that with a simple, articulated instructional approach that works with any program or resources. When students begin with the "community of one," they know they're going to survive our class. When they connect to others, and develop expertise, they experience themselves as belonging to the world and being competent. Through Community, communicative proficiency becomes a personal, practical tool, and the result is transformative, in class and in life.

Organizer/Presenter(s):

Norah Jones, Vista Higher Learning,

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**226. Beyond Greetings in the Elementary School: Igniting Passion Through Integration****Session: 7** **Murray Hill East**

This session will offer practical ways to build an elementary modern language program through integration with core academic subject areas, art, movement, and drama. Through the development of authentic resources and important partnerships, your school will learn how to develop students' core competencies in the discipline. Specifically, teachers and administrators at this session will learn how to: build lessons and activities that use TPS and TPRS to increase student engagement; explore new ways of assessing students in the modern language classroom; develop an interdisciplinary lens that can be used to build FLES curriculum. Practical examples will be provided from the experience of launching a Spanish elementary program within the traditional self-contained classroom. Through exploratory study and an eye toward integrated learning, these presenters have developed methods for using modern language while teaching science, art, movement, music, and social studies.

Organizer/Presenter(s):

Page Fahrig-Pendse, Ed.D.,
Amparo Stetina,
Amy Celentano,
Germantown Friends School, Philadelphia, PA

Intended Audience(s): PreK-8**Keyword:** Curriculum**Examples in:** Several**Language(s) spoken:** English, Spanish**227. Podcasts and Content-Based Courses: Digital Literacy and French Oral/Aural Skills****Session: 7** **Murray Hill West**

This session explores the integration of a podcast assignment for a content-based course. In lieu of writing a traditional research paper, students create a 7-minute audio segment. In addition to honing their research skills, students build listening comprehension skills as they integrate authentic exterior expert/scholarly voices (interviews, online presentations, documentaries) into their podcasts to substantiate their findings. Students also reinforce and expand French speaking skills through a digital medium that allows them to hear their mistakes via playback. Peer- and self-critique motivates them to rehearse and re-record until they get it right. Finally, requiring students to produce media, with all of its multi-layered implications, better positions them to approach media texts with a critical eye and ear, thereby contributing to their media literacy.

Organizer/Presenter(s):

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

Intended Audience(s): Four-year College/University**Keyword:** Technology**Examples in:** French**Language(s) spoken:** English**228. Social Justice and Languages: The Amazing Case of El Biblioburro****Session: 7** **Gramercy East**

Language study can open a student's eyes to social issues around the world. In this session, we will explore the ways in which social justice-based thematic units and activities can help students to make important connections while empowering them to take action in the world around them. In rural Colombia, teacher and child advocate Luis Soriano brings books to students who have little access to them. Traveling to schools throughout La Magdalena with his donkey library, or Biblioburro, Soriano exposes young students to literacy and a love of reading. By exploring this grassroots project, students of Spanish learn about geography, socioeconomic inequities, and history while participating in class projects to improve the lives of others. Teachers of all languages will come away from this session with ideas for how to incorporate social justice topics into their own classrooms. Resources and examples for this Spanish-language thematic unit will be also shared.

Organizer/Presenter(s):

Lori Langer de Ramirez, Ed.D.,
The Dalton School, New York, NY

Intended Audience(s): PreK-12**Keyword:** Curriculum**Examples in:** Spanish**Language(s) spoken:** English**229. EXHIBITOR SESSION: The Ideal Lesson Plan: Ten Steps to Total Fluency****Session: 7** **Gibson**

In this session, John Conner, Spanish teacher at Groton School and author of the acclaimed "Breaking the Barrier" series, leads participants through 10 activities guaranteed to make classes more productive and exciting. The ideas presented here can be used in your classroom the very next day.

Organizer/Presenter(s):

John Conner, Breaking the Barrier

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

**230. EXHIBITOR SESSION: Polyglot:
Interactive Language Learning Games****Session: 7** **Clinton**

Join Flobots MC and 2017 CCFLT Friend of Foreign Languages Award recipient Jonny 5 for a highly engaging musical and interactive workshop sponsored by Smithsonian Student Adventures. This nationally known performing artist will keep you entertained and involved with choral rhymes, immersive group games, and other interactive activities in both Spanish and French. Workshop will be conducted in both languages, based in part upon attending participants. No English allowed! Opportunity for debriefing and discussion will take place at the end of the session to discuss how teachers can incorporate this method in the classroom.

Organizer/Presenter(s):

Will Loyd and Brooke Hopkins,
Smithsonian Student Adventures/Walking
Tree Travel

Intended Audience(s): High School & College**Keyword:** Instructional strategies**Examples in:** Spanish, French, English**Language(s) spoken:** Spanish, French,
English**231. EXHIBITOR SESSION: Chinese
Through a Global Network Classroom****Session: 7** **Madison**

The session will chiefly focus on strategies to improve student motivation and natural language acquisition of the Chinese language through researched and proven methodologies. Our strategies will revolve around using project-based learning, cultural activities, and ways to connect students learning Chinese to native Chinese speakers, fostering a community of learners. One core strategy is to provide teachers with innovative supplemental teaching materials to use in a PBL format within the classroom. This will be especially useful in consolidating both language and culture into the lessons. Participants will be able to use what we discussed in the workshop to develop their curriculums, and to usher in a natural language acquisition process to motivate students in practicing their new skills on their own.

Organizer/Presenter(s):

Kaise Sun, Shining Future Global Education

Intended Audience(s): PreK-12**Keyword:** Curriculum**Examples in:** English, Mandarin**Language(s) spoken:** English**232. Instructional Strategies for
Authentic Interaction and High
Engagement****Session: 7** **Concourse A**

The content for this session has been carefully selected from specific recommendations made by practicing teachers in a graduate course called Education Across Cultures (UVA). The teachers have assembled the best of the best in culturally engaging tools, which have been incorporated into full lesson plans (student handouts, alignments, technology options, differentiation recommendations, rubrics). A resource kit will be provided to each attendee. The group will explore the uses and benefits of the instructional strategies. This workshop supports foreign language, ELL, and bilingual program teachers. Join established and new teachers for collaboration and the professional exchange of ideas and resources.

Organizer/Presenter(s):

Robert Moreno,
WorldStrides, Charlottesville, VA

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English**233. Interactive Reading and Digital
Glossing of Authentic Material****Session: 7** **Concourse B**

Increasing popularity of technology in the classroom has led to an increased necessity for foreign language students to be both biliterate and digitally literate. Digital glossing sites such as ReadLang, LingQ, and Anki allow reading materials to be easily accessed and annotated digitally. These tools are found to be most effective when they include additional resources such as images or videos, lexical and contextual clarification, and definitions in context. These sites provide an individualized and engaging interactive reading experience that allows readers to access authentic material at their level and provide review methods that, based on research, improve vocabulary acquisition and reading comprehension in language learners.

Organizer/Presenter(s):

Laura Gardner,
Marist College, Poughkeepsie, NY

Intended Audience(s): Secondary (6-12)**Keyword:** Technology**Examples in:** Spanish, German**Language(s) spoken:** English**234. From Chapters to Chatter: Priming
your Program for Proficiency****Session: 7** **Concourse E**

Language proficiency is defined as the ability of an individual to use culturally appropriate language to communicate spontaneously in non-rehearsed contexts. Every language student wants to exit her or his second-language course with the ability to speak the language studied. Many textbook driven curricula and assessments do not adequately foster this skill. This session will provide participants with the tools necessary to begin the transition to a proficiency-oriented, performance-based curriculum with thematic units, while maintaining the importance of the textbook as a valuable resource. The presenter, a K-12 district department chair for world languages, will share her experiences leading the transition in her district. A variety of current resources will be shared, including helpful ACTFL publications.

Organizer/Presenter(s):

Sarah Steverman,
Westerly Public Schools, RI

Intended Audience(s): Secondary (6-12)**Keyword:** Curriculum**Examples in:** Spanish, English**Language(s) spoken:** English**235. Dance With Chinese Characters: Hook
Your Students in Character Learning****Session: 7** **Concourse F**

The composition of Chinese characters is so unique that it invokes awe and fears in world language students. This presentation will explore various instructional approaches that help students understand the logic behind character formation, develop fluency in applying strokes, enhance character identification, and fuel their passion for successful character scholarship. With these techniques, students will gain appreciation of the creativity and beauty in the character design and will develop a new memorization and recalling mode – “idea – meaning – image” – rather than the “sounding out” mode – “idea – sound – letters.” The participants will investigate learning approaches and harvest some effective and fantastic strategies for multi-intelligent classroom instruction, including dancing, movement, storytelling, chanting, drawing, talk shows, and games. Participants will not be surprised to hear their students cheer: “Yay! Another character sheet!”

Organizer/Presenter(s):

Joanne Zhang,
Leonardtown High School, MD

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Chinese**Language(s) spoken:** English

236. Advisory Council Meeting and Lunch**12:–1:15 p.m. Concourse G**

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

Session 8**237. Focus Learning With Can-Do Statements******Featured Session******Session: 8 Sutton North**

New NCCSFL-ACTFL Can-Do Statements capture improvements in each Mode of Communication (Interpersonal, Interpretive, and Presentational) as learners move across the proficiency continuum. Can-Do Statements also showcase indicators of increasing competence in intercultural communication. This session examines learning indicators and sample tasks that guide the development and assessment of learners' improvement in using language as they demonstrate communicative interactions; understanding what is heard, read, or viewed; and creating written messages.

Organizer/Presenter(s):

ACTFL President & University of Nebraska-Lincoln, Lincoln, NE
Marty Abbott, ACTFL

Intended Audience(s): PreK-16+ (all)**Keyword:** Curriculum**Examples in:** Several**Language(s) spoken:** English**238. Best of MA: Team Challenges in the Target Language****Session: 8 Sutton South**

When given a problem to solve, students are able to use the target language as a tool to truly communicate. In this session we will experience a variety of team challenges for proficiency-based classrooms. We'll discuss and try out activities appropriate for novices and intermediates. Team challenges build community in your classroom, allow students to use their language authentically, and provide a shared context for rich conversation in the target language.

Organizer/Presenter(s):

Ashley Uyaguari,
Innovation Academy Charter School,
Tyngsborough, MA

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** English**Language(s) spoken:** English**239. Teaching on FLEEK! Giving Gen Z-ers What They Need****Session: 8 Sutton Center**

Do you speak Gen Z? Do your lessons translate? Do you want to fill your lessons with SNACKable bits for Gen Z-ers to consume with gusto? Come explore strategies that target the unique strengths and needs of your Generation Z students. Feel the POWER of the Interpretive and Interpersonal modes of communication through Gen Z-friendly tasks. Discover POPular brain-based activities to “keep it 100” and recharge their Gen-Z batteries. Turn your dry, thirsty lessons into lit, epic wins! Remember: #GOATnotWOAT! (Confused? Come to our session to learn what that means!) :-)

Organizer/Presenter(s):

Kimberley Shinozaki,
Jodi Grosser,
Baltimore County Public Schools, MD

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English**Language(s) spoken:** English**240. Best of PA: 1:1 à la une – la technologie pédagogique rendue facile****Session: 8 Regent**

Your district or institution has permitted devices in the classroom and told you to use them. Now what? This session introduces quick, free tech tools that will allow you to facilitate teacher-student and student-student collaboration inside and outside of the French classroom. The focus will be on easy-to-use tools and on using student-generated data to guide lesson planning. You will leave with access to the presentation and examples to show your students or to use in class, including rubrics for assessment. You will be active participants, using some of the sample tools during this session and sharing ideas for implementation.

Organizer/Presenter(s):

Kylene Stroud,
North Allegheny School District, Pittsburgh, PA

Intended Audience(s): High School & College**Keyword:** Technology**Examples in:** French and English**Language(s) spoken:** French**241. Awesome Assessments and Activities with Authentic Resources****Session: 8 Beekman**

What is an authentic resource? Where do I find them, and how do I use them? In this workshop, we will focus on using authentic resources and how students can benefit from using them in their classes. Participants will learn how to locate and use them when you are transitioning to a proficiency-based classroom. Authentic resources can help with student motivation and encourage students to communicate in a meaningful way in the target language. Authentic resources are also great when used as forms of assessment, and participants will learn of ways in which authentic resources can be used to assess in the three modes of proficiency. Although examples shown will be in French and Spanish, authentic resources are beneficial to all language teachers at any level.

Organizer/Presenter(s):

Dawn McNally,
Shannon Kirshenbaum,
Sabrina Brennan,
Margarita Porzio,
Hopkinton Middle School, Hopkinton, MA

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English**242. Power of Digital Narratives in the Foreign Language Classroom****Session: 8 Bryant**

Film has been used as a tool in the classroom to address the Connections, Comparisons, Communication, and Culture of language learning. Digital narratives connect us to the communities in which our students reside. This workshop screens youth-created films in a variety of languages, shares lessons on how to implement these materials in class, and shows you, step by step, how to create your own. Films from the United Nations Plural + Film Festival will be shown.

Organizer/Presenter(s):

Regina Casale,
Longwood Central SD, Middle Island, NY

Intended Audience(s): PreK-12**Keyword:** Diversity**Examples in:** Several**Language(s) spoken:** English

243. Using the 5 Es to Develop Student Proficiency**Session: 8** **Murray Hill East**

Using the 5 Es (Engage, Explore, Explain, Elaborate, Evaluate), teachers can design instruction that focuses on what students can do with language, rather than on what they know about language. The presenter will share how this lens from scientific investigation can be adapted to the world language classroom. With scaffolding, teachers can engage their students in exploring with hands-on, minds-on strategies. The presenter will supply examples applicable to multiple levels of language learners to show how these investigations in the real world can spark student engagement. Participants can revamp existing lessons or create new ones in which students address engaging ideas in the TL. Students who focus on what they can do with the language take greater ownership of discovering similarities and differences across cultures as they engage, explore, explain, elaborate, and evaluate while using the TL.

Organizer/Presenter(s):Victoria Gilbert, Ed.D.,
Saint David's School, New York, NY**Intended Audience(s):** PreK-8**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**244. Bringing Life, Purpose, and Meaning to Your Novice Descriptions Unit****Session: 8** **Murray Hill West**

Learning to describe people is often a required skill in world language curriculum, but can easily get boring and repetitive. Come see how two middle school Spanish teachers tackle stereotypes and celebrate both differences and being yourself with their novice Spanish learners. Get ideas about how to use memes, commercials, tweets, infographics, and other authentic resources to bring culture to every lesson. Initially inspired by Bomba Estéreo's "Soy yo," this unit is designed for novice learners but can be adapted for any proficiency level. Add deeper meaning to your descriptions unit and get your students talking all about themselves on a whole new level!

Organizer/Presenter(s):Heather Sherrow,
Howard County Public Schools, MD
Kristen Denton,
Howard County Public Schools, MD**Intended Audience(s):** Secondary (6-12)**Keyword:** Curriculum**Examples in:** Spanish**Language(s) spoken:** English**245. Mead Project: Exploring Student Collaboration – Ideas and Assessments****Session: 8** **Gramercy East**

Student collaboration in the classroom – a 21st century soft skill that transcends the school environment. Research shows this is an essential skill for today's society. Benefits to student collaboration include the definition of leadership skills, the creation of social support groups, and the recognition of different learning styles. How do we create assignments to foster collaboration, and how do we assess collaboration? After looking at some theory, participants will walk away with some class-ready lessons and rubrics that require students to work together. Some possible ideas include: escape rooms; X versus Y – Who would win?; and "put your favorites in order." We would differentiate from level 1 beginners to advanced students. We ask participants to come ready to share their own ideas and lessons.

Organizer/Presenter(s):Cindi Hodgdon,
Conval Regional High School, Peterborough, NH**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English, German**Language(s) spoken:** English**246. The POWer of Authentic Resources****Session: 8** **Gibson**

From a proficiency standpoint, learners want to have the skills to converse while traveling abroad. Yet a common complaint in world language is that classroom instruction does not always lead to increased proficiency. Even after years of studying, students often struggle to understand and find holding down a conversation challenging. Adding authentic resources seems like it would be the ideal panacea. Authentic resources provides rich language and cultural material, yet learners are not accustomed to the speed and cadence of native speakers, and will often check out. The purpose of this session is to demonstrate how to effectively present authentic resources in a way that students can understand. By front-loading vocabulary and designing activities using the target language, teachers will be able to prepare students to use language effectively. It's augmenting comprehension and strengthening their proficiency in the interpretive mode.

Organizer/Presenter(s):Nicola Matthews,
Pamela Rose,
Far Hills Country Day, Far Hills, NJ**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** French, Mandarin**Language(s) spoken:** English**247. Teaching to Cultural and Linguistic Proficiency Through Media****Session: 8** **Clinton**

This presentation focuses on teaching intercultural competence through media at different proficiency levels. As world language teachers know, the use of real and authentic materials is crucial for both linguistic and intercultural competence. The presenters will share didactic approaches and successful lessons to demonstrate how intercultural and linguistic competence can be simultaneously fostered through the integration of film, newspaper articles, and news recordings. The session will start with a brief theoretical presentation on intercultural competence. Next, participants will be guided through a presentation of examples stemming from an introductory course, a conversation and composition course, and a business German course where the students' proficiency levels ranged from novice to advanced. Can-Do Statements are used in each course as a way to assess progress. The last part of the session will be spent discussing and generating further ideas. Participants will receive blueprints to develop their own teaching materials and apply them in their classes. Some background knowledge of world language teaching and German is required for this presentation.

Organizer/Presenter(s):Simona Vaidean,
Columbia University, New York, NY
Iulia Pittman, Ph.D.
Auburn University, Auburn, AL
Traci O'Brien, Ph.D.
Auburn University, Auburn, AL**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** German**Language(s) spoken:** English


248. Future Teachers and the Art of Planning to Improve**Session: 8****Madison**

This session describes an effective approach to practice-based world language teacher preparation (e.g. Troyan et. al, 2013) that immerses future teachers in community-based, reflective practice (Schön, 1986). The novice teachers learn about and engage in several high-leverage teaching practices (e.g. TeachingWorks; Hlas & Hlas, 2012) in an authentic teaching and learning setting, and develop the ability to lesson-plan in a way that fosters meaningful target language interactions with and among their students. This approach ensures true communication in the world language classroom, even at the novice level, and fosters the ability of the novice teacher to go "off script" (Sawyer, 2011).

Organizer/Presenter(s):

Charla Lorenzen, Ph.D.,
Elizabethtown College, Elizabethtown, PA

Intended Audience(s): Four-year College/University**Keyword:** Instructional strategies**Examples in:** English, Spanish**Language(s) spoken:** English**249. Believe it or Not, You Are a Marketing Specialist!****Session: 8****Concourse A**

Education is like marketing, and we trade in attention. This dynamic workshop will wake up the "influencer" in the educator and involve participants in strategies to coax real commitment out of learners. Change up stale practices that leave students bored and teachers burned out. Students love learning through Snapchat, songs, memes, and games — but wait, there's more! Look at current and future students as leads and see that you must consider your clients' interests, media trends, and feedback as you work to produce meaningful results. Neither language nor instruction are static, so let me help you find out more about kids' tech tools! End the cycle of students who sign up only to check out with no desire to buy in. Define your brand!

Organizer/Presenter(s):

Effie Hall,
Woodgrove High School, Purcellville, VA

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** German, Spanish, French**Language(s) spoken:** English**250. From On-Site to Online: Making the Shift****Session: 8****Concourse B**

Transitioning from face-to-face courses to online courses is not just a matter of transferring material to your virtual learning environment and making it available. Teaching an online language course requires a new way of looking at purposeful design and development of the course. Our goal is to reach the same learning objectives as for our on-site classes, and therefore we need to find strategies that allow us to reach those goals in a virtual environment. The purpose of this presentation is to show the steps necessary for such a transition: selecting a traditional and/or OER text; creating/sourcing activities in the three modes; matching activities to the LMS capabilities; planning assessment types and frequency; weaving synchronous and asynchronous activities; and more. Examples will be drawn from existing online courses, and Q&A will be encouraged to allow participants to move ahead with their own transition to online teaching.

Organizer/Presenter(s):

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

Intended Audience(s): Four-year College/University**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**251. Coupling Proficiency and Engagement Through Technology****Session: 8****Concourse E**

Professionals in many fields use audio and video analysis to improve performance — so should language learners. This session will present audio and visual engagement techniques for foreign language teachers in elementary schools. The first part of the presentation will focus on establishing a video library of ACTFL Can-Do Statements, while the second part allows audience members to experience tools and techniques firsthand. The video library focuses on proficiency with ACTFL Can-Do Statements while maintaining a learner-centered community. Students are engaged in the library because it showcases their efforts while helping them improve their proficiency. Among traditional engagement techniques, we will discuss puppet shows, songs, and activities. We will also use assessment tools such as Quizlet and Kahoot.

Organizer/Presenter(s):

Christopher Armstrong,
The Baldwin School, Bryn Mawr, PA

Intended Audience(s): PreK-8**Keyword:** Instructional strategies**Examples in:** English, Mandarin**Language(s) spoken:** English, Mandarin**252. Two Models for Content-Based L2 Instruction Through Media****Session: 8****Concourse F**

Studying media coverage involves analyzing ideologies, traditions, politics, religion, and social beliefs that change over time. This session focuses on two models of teaching media in advanced language classes in Russian and Hebrew. Both courses contain information on historical and structural overview of print, visual, and digital media. The Hebrew course is structured around thematic units, such as collective memory and media, while the Russian course integrates a module focused on conceptual metaphors in media production. Participants will learn how to implement advanced technology, encourage productive discussions, empower autonomous learning, and assess language and culture outcomes. Methodology and approaches are applicable to other languages.

Organizer/Presenter(s):

Svitlana Malykhina, Ph.D.,
Miriam Angrist,
Boston University, Boston, MA

Intended Audience(s): Four-year College/University**Keyword:** Culture/Literature**Examples in:** Russian, Hebrew**Language(s) spoken:** English

Refreshments
will be served
in the
East Corridor
(near Sutton Complex)

2:30–4:00 p.m.

Session 9

253. Adapt the Task, Not the Text; Or, Tier the Text!**** Featured Session ******Session: 9** **Sutton North**

Using authentic text in the world language classroom provides a cultural and linguistic context for our learners. Interacting with authentic text provides input to students and supports increasing their language proficiency. In this session, we will explore how to adapt tasks for authentic text to meet the needs of all learners across the proficiency continuum. We will do so by tiering — providing scaffolding and support for struggling learners and open-ended, more challenging tasks for advanced learners. We will also explore how to tier text on the same themes and create generic tasks that span the tiers.

Organizer/Presenter(s):

Leslie Grahn,
Howard County Public Schools, retired, MD

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**254. Best of NH: Madame, Can we PLEASE read today?****Session: 9** **Sutton South**

Best of NH: This is a session about building a reading program that high school students truly enjoy, using children's books to teenage readers. Developed to accommodate my students, this program allowed for 10-20 minutes per week during classroom time. The session will discuss how to begin and will include classroom activities. This is easily adaptable to all languages.

Organizer/Presenter(s):

Carole Smart,
Newmarket Jr./Sr. High School, retired, NH

Intended Audience(s): High School**Keyword:** Instructional strategies**Examples in:** French**Language(s) spoken:** English**255. Flight 2017–2018 — Destination: Language Proficiency****Session: 9** **Sutton Center**

This is a boarding call for all passengers interested in Thunderbolt Airlines Flight 2017–2018, with a final destination of Language Proficiency. Our friendly crew will take you through the process of how we begged, pleaded, and succeeded in transitioning our department from heavily grammar-based instruction to a performance-based, portfolio-assessed, IPA approach. We will provide our “flight plan” and feedback, and we have compiled research for administrators and department-wide IPAs for colleagues. During our in-flight video, you will see how we successfully presented portfolio assessment to the students and community by becoming their flight crew for the day! At Thunderbolt Airlines, your success is our priority.

Organizer/Presenter(s):

Erin Hunkemoeller,
Urban Assembly Maker Academy, New York, NY

Intended Audience(s): PreK-12**Keyword:** Curriculum**Examples in:** Spanish, French**Language(s) spoken:** English**256. Best of RI: HomeFUN — Engaging Students in Language Learning Outside of the Classroom****Session: 9** **Regent**

At best, students spend 60 minutes, five times a week in a world language classroom. For some students, only 30 minutes once a week are devoted to in-class language learning. For this reason, it is critical for world language educators to engage students in language learning outside of the classroom. The impetus behind homeFUN is to increase student time spent in the target language, which will lead to greater fluency. Attendees will learn how to help students fully embrace the idea of how fun language learning can be and to empower students to further their learning on their own. Rather than seeing homework as a drudgery and a chore, students will be begging for homeFUN! Attendees will learn how to set up interactive notebooks for students to practice with at home. They will learn how to design and maintain a website with blogs, games, videos, and other interactive features that encourage engagement. Other community involvement projects will also be explored.

Organizer/Presenter(s):

Rebecca Klassen,
Henry Barnard School, Providence, RI

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** Spanish, French**Language(s) spoken:** English**257. Comprehensible Conversation****Session: 9** **Beekman**

What do students want from a world language class? They want to speak and to be understood in a new language. Teaching students to speak, however, can be challenging. Speaking, like all skills, must be developed through Comprehensible Input (CI) and engaging practice. This workshop will show a variety of activities I have borrowed, tweaked or developed that help students grow conversational skills using CI principles. These activities can be used in any WL class at any level. I give you the framework, you fill in the details according to your student's proficiency level and curriculum goals. Let's talk.

Organizer/Presenter(s):

Mary Holmes,
New Paltz Central School, New Paltz, NY

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish, French, Chinese**Language(s) spoken:** English**258. Develop Oral Proficiency Through Formulaic Questions****Session: 9** **Bryant**

Discover how formulaic questions build your students' oral proficiency. Discover what a formulaic question is, what the categories of formulaic questions are, and what the advantages and disadvantages of formulaic questions are. Explore numerous examples of formulaic questions. Learn guidelines for formulaic questions. Explore how ACTFL Can-Do Interpersonal proficiencies can become formulaic questions and answers. Discover how a formulaic question a day leads to cumulative in-depth conversations.

Organizer/Presenter(s):

Harry Tuttle, Ph.D.,
Onondaga Community College, Syracuse, NY

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

**259. The Magic of Children's Literature
— Reading and Speaking Skills****Session: 9** Murray Hill East

This session shares how the simplicity of children's literature supports and promotes reading aloud and reading for understanding and speaking in the target language. Simple stories for young learners yield positive reading and speaking skills when students are comfortable and familiar with the text. The session shares how to present the stories for outstanding results.

Organizer/Presenter(s):Cheryl Berman,
Newington Public School, Newington, NH**Intended Audience(s):** Elementary**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English**260. Integrating Teaching, Learning and
Assessment Through Project-Based
Instruction****Session: 9** Murray Hill West

This session discusses how collaborative, multi-literacy projects can be used effectively to enhance language proficiency. We will consider creative projects that integrate digital media skills with several modes of communication (such as interpretive reading, presentational speaking, and presentational writing). All projects have a strong civic engagement component, and can be carried out at the novice, intermediate, advanced, and/or superior levels. The session will also explore various instruments for measuring achievement and learner performance in said projects, including the ACTFL Proficiency Guidelines, the National Standards for 21st Century Language Learning, as well as other dynamic and process-oriented assessment techniques.

Organizer/Presenter(s):Adriana Meriño, Ph.D.,
Princeton University, Princeton, NJSylvia Zetterstrand, Ph.D.
Princeton University, Princeton, NJPaloma Moscardó-Valles,
Princeton University, Princeton, NJ**Intended Audience(s):** Post-secondary**Keyword:** Assessment**Examples in:** Spanish**Language(s) spoken:** English**261. Mead Project: Creating a Sustainable
Professional Support Program for
World Language Teachers****Session: 9** Gramercy East

The focus of my Mead project was to create a system to provide collegial instructional support to world language teachers in the state of Vermont in accordance with the ACTFL Mentoring Program Guidelines. Session attendees will learn from my Mead journey, and learn steps to take to create an effective and sustainable system to provide instructional support to world language teachers in their school district or state — colleague to colleague. Whether it's with a beginning language teacher, an experienced language teacher new to a school or district, or a singleton language teacher within a school or district, a supportive conversation with a colleague can be transformative — just the thing needed to keep a teacher from leaving the profession.

Organizer/Presenter(s):Sally Rivard,
Lake Region Union High School, Orleans, VT**Intended Audience(s):** PreK-16+ (all)**Keyword:** Professional development**Examples in:** English**Language(s) spoken:** English**262. Learn With the National Language
Teacher of the Year****Session: 9** Gibson

Share an hour with the ACTFL National Language Teacher of the Year and experience language learning that engages and motivates students. Discover specific practices that the Teacher of the Year uses to develop higher levels of proficiency in learners' use of language, guided by the World-Readiness Standards for Learning Languages. The ideas and learning strategies are ready to apply and adapt for any language and any level. Be inspired with this glimpse into the classroom of the National Language Teacher of the Year.

Organizer/Presenter(s):Ying Jin,
2018 ACTFL Teacher of the Year and
Cupertino High School, Cupertino, CA**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** English**Language(s) spoken:** English**263. A Genre-Based Approach to the
Three Modes of Communication****Session: 9** Clinton

Join us as we explore strategies to aid students in advancing their oral, written, and cultural proficiency as they navigate genre-based, writing-intensive courses in Spanish and Italian. The interpretive mode is based on authentic written and visual texts that generate substantive interpersonal discussion and lead to written and visual creations that emulate the analyzed models. Examples are drawn from courses that focus on, respectively, Darwin, crime writing, road movies, and Italian media and popular culture. Participants will come away with strategies and activities that are applicable to any language.

Organizer/Presenter(s):Sue Griffin,
Boston University, Boston, MAMaría Datel,
Boston University, Boston, MA**Intended Audience(s):** High School &
College**Keyword:** Instructional strategies**Examples in:** Spanish, Italian**Language(s) spoken:** English**264. Briser les stéréotypes: les courts-
métrages du film Paris, je t'aime****Session: 9** Madison

How do stereotypes hinder and yet promote a student's acquisition of language? What function do they serve? These are just a few questions that will be explored in this workshop. A variety of short films will explore the connotations and symbolism behind French stereotypes while refuting them as well. This session will focus on three films in this collection that are appropriate for the high school classroom. We will look at a variety of activities that engage the students in rich discussions, enhance their knowledge of key grammatical structures, and promote expository and creative writing.

Organizer/Presenter(s):Vania Sitruk,
Horace Greeley High School, Chappaqua, NY**Intended Audience(s):** High School**Keyword:** Instructional strategies**Examples in:** French**Language(s) spoken:** English

265. Developing Students' Intercultural Competence in the Foreign Language Classroom**Session: 9** **Concourse A**

Globalization has changed what citizens must know and be able to do by interrupting assumptions that the actions of citizens take place only within national borders. In response, world language teachers are rethinking what students need to learn and be able to do as members of an interdependent world. This workshop aims to provide participants with a framework of why Intercultural Competence Communication is crucial in a world language class and how teachers can incorporate tasks and activities in their classroom that allows students to develop an intercultural mindset. Also, participants will be shown examples of how to create assessments where intercultural competence aspects are taken into account. Finally, this workshop will discuss strategies for implementing student-centered learning activities that occur in and out of a school building, and which advance students' cross-cultural learning and global mindedness.

Organizer/Presenter(s):

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

Lucía Reyes,
Universidad Industrial de Santander,
Bucaramanga, Colombia

Sarah Wagner,
University of Pittsburgh, Pittsburgh, PA

Intended Audience(s): High School & College**Keyword:** Curriculum**Examples in:** English, Spanish**Language(s) spoken:** English**266. Mentor Scholarship Winner Debrief****Session: 9** **Concourse B**

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

**Refreshments will be served
in the East Corridor
(near Sutton Complex)**

2:30–4:00 p.m.**267. Proficiency "Over Rules" — Communicate, Not Conjugate!****Session: 9** **Concourse E**

Proficiency "Over Rules" is an instructional philosophy that embraces an authentic, communicative approach to instruction and assessments. Presenters will discuss the importance of developing teaching practices that promote contextualized instruction over grammar rules and rote practice. The components of this approach include departmental Organizing Principles; Can-Do Statements; communicative, student-centered lessons; introducing grammar as a concept; and Integrated Performance Assessments. Attendees will be provided with middle school-level samples of the components and suggestions for how to implement the approach.

Organizer/Presenter(s):

Rosa Kaplan,
Renee Fallon,
Bellmore-Merrick Central HS District, NY

Intended Audience(s): Middle School**Keyword:** Curriculum**Examples in:** English, Spanish, Italian**Language(s) spoken:** English**268. Concept-Based Teaching for Effective Learning of Complex Language Features****Session: 9** **Concourse F**

Research has repeatedly shown that exposure to input alone is insufficient for second-language development. High-quality explicit instruction is necessary for full development, especially for complex language features (e.g., aspect, mood, word order, pragmatics). This session argues for the relevance of high-quality, meaning-based explicit instruction to maximize language development. We will present research-informed examples of effective pedagogical explanations and linked practice activities. Participants will explore ways of formulating explanations and designing practice activities for the languages they teach.

Organizer/Presenter(s):

James Lantolf, Ph.D.,
Kevin McManus, Ph.D.
Pennsylvania State University, University Park, PA

Intended Audience(s): Post-secondary**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**Session 10****269. Words With Friends: Vocabulary Acquisition for Proficiency******Featured Session******Session: 10** **Sutton North**

What does learning vocabulary really mean, how does it happen, and what environments lead to it? No matter what our instructional beliefs are, we all can agree that having a pool of useful, usable, and personally meaningful words is a critical factor in students growing as language users. This session identifies five critical aspects of vocabulary learning and explores how these aspects are realized in the classroom, including the connection to student engagement and motivation.

Organizer/Presenter(s):

Greta Lundgaard,
Independent Consultant, Dallas, TX

Intended Audience(s): Secondary (6-12)**Keyword:** Research**Examples in:** English**Language(s) spoken:** English**270. Best of NY: Wake Up and Wow Your World Language Class****Session: 10** **Sutton South**

Get your students enthusiastically participating everyday 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. We will share our top picks, ranging from no tech to high tech, for promoting communication and to take the fear out of speaking and learning a language. Join us and bring your enthusiasm, energy and eagerness to learn back into your classroom! Be sure to bring your device to enjoy the full experience. (WiFi access in the Hilton is not free. Attendees are encouraged to bring their own data plan.)

Organizer/Presenter(s):

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

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

271. Unleash the POWer of Movie Talk for Language Acquisition**Session: 10** **Sutton Center**

Learn how Dr. Hasting's Movie Talk can lead to language acquisition in your classroom. Experience a Movie Talk. Explore what Movie Talk is, and how to create one and make the connection to the interpretive, interpersonal, and presentational modes of communication. With a strategy like Movie Talk in your toolkit, students will be excited to interpret messages and communicate their own, ultimately leading to language acquisition!

Organizer/Presenter(s):

Arianne Dowd,
South Brunswick High School, Monmouth Jct., NJ

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**272. Memes and Messages: Memorable Experiences for Language Learners****Session: 10** **Regent**

Most of our language students are already proficient in the world of social media. Why not harness that skill for the world language classroom? This session will explore the use of authentic memes and video stories found on social media to teach reading strategies and spark conversation in the intermediate language classroom. Deceptively superficial, memes and video stories capture authentic culture, political controversy, and delightful humor that can interest teachers and students alike. Learn how to quickly access materials for the classroom, stay current, and develop a database for your class.

Organizer/Presenter(s):

Gary Harger,
Barack Obama Academy of International Studies, Pittsburgh, PA

Anika Günther,
Pädagogischer Austauschdienst of the Kultusministerkonferenz, Bonn, Germany

Intended Audience(s): Secondary (6-12)**Keyword:** Technology**Examples in:** German, French, Spanish**Language(s) spoken:** English**273. Integrated Performance Assessment (IPA) Exemplars Poster Session.****Session: 10** **Beekman**

Via posters, pre-service and in-service teachers from SUNY Old Westbury will share unit plans that feature an IPA, including proficiency-based rubrics and corresponding tasks. A link to a digital folder with all instructional materials will be available. Teachers in the audience will benefit from a variety of new ideas and materials, and presenters will benefit from the feedback and opportunity to network. Examples will be provided in Spanish but can be adapted to other languages.

Organizer/Presenter(s):

Carolina Bustamante, Ph.D.,
SUNY Old Westbury, Old Westbury, NY

Intended Audience(s): Secondary (6-12)**Keyword:** Assessment**Examples in:** Spanish**Language(s) spoken:** English**274. Building Culturally Competent Language Learners****Session: 10** **Bryant**

Are you ensuring that your classrooms have both linguistic and cultural competence? Are you creating engaging communication activities to support your students' language comprehension? In this interactive session, attendees will hear from one of Reach the World's partner educators and the college-age American traveler who joined via virtual exchange to enrich the class's world language instruction. The presenters will describe how they collaborated to provide an immersive cultural perspective to language learning, while also creating opportunities for meaningful interpersonal communication. Educators will leave the presentation empowered to effectively design communicative activities for their students, one of the ACTFL's core practices.

Organizer/Presenter(s):

Christopher Ahearn,
Reach the World, New York, NY

Colin Teague,
Reach the World, New York, NY

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** English, Spanish**Language(s) spoken:** English**275. The Interactive Notebook in the World Language Elementary Classroom****Session: 10** **Murray Hill East**

Would you like your students to have ownership of their learning? How can you help your students make relationships between the target language and themselves? How can you easily integrate core content such as social studies, science and mathematics? If you have thought about these questions and others, then the interactive notebook is for you! This session will address why the interactive notebook can be successful in your language classroom. You will learn how to organize and manage interactive notebooks; how to provide opportunities for students to express themselves in them while learning the target language; and how to integrate content across the curriculum. Come and explore the value of the interactive notebook!

Organizer/Presenter(s):

Shelley Jennings,
Arlington Public Schools, Arlington, VA

Intended Audience(s): Elementary**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**276. Ready? Set? GOAL! Moving Learners into Target Proficiency Levels****Session: 10** **Murray Hill West**

Are your students stuck in a language rut? Do you need a quick booster to help learners engage in tasks that will help them move forward with their proficiency? This session will briefly identify the ACTFL Proficiency levels, with ideas on the types of classroom activities and language tasks that target intermediate and advanced proficiency levels to help learners reach those language goals across the three modes of communication. Attendees will examine tasks against the ACTFL Proficiency Guidelines criteria and learn how to differentiate a task to use in the same classroom of learners.

Organizer/Presenter(s):

Karen Tharrington, Ph.D.,
North Carolina State University, Wake Forest, NC

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

277. Teach in the Target Language Without Scaring Your Students!
Session: 10 **Gramercy East**

In this program, participants will take on the role of students in a French class. Even if participants do not have prior knowledge of French, that is OK! Attendees will participate in a variety of activities that make keeping 90% of instruction in the target language easy and engaging for both the teacher and the students. Throughout this program, we will explore ways in which our students can acquire a language in a natural way. At various points in the workshop, participants will have the opportunity to reflect upon each activity and strategy. We will then brainstorm (in small groups and with the whole group) ways in which we can apply each strategy and activity to various teaching situations. Participants will find that each activity and strategy can be tailored to meet the needs of students and teachers of all languages, ages, and levels. Finally, we will consider ways in which the target language can be used to address real life tasks and situations while incorporating technology.

Organizer/Presenter(s):

Laura McClintock,
 Burlington Township School District, NJ

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

Keyword: Instructional strategies

Examples in: French

Language(s) spoken: English

278. Discover Paris with Jules Verne's "Paris au XXe siècle"
Session: 10 **Gibson**

Would you like a different way to teach Paris? Then here is your opportunity. Jules Verne wrote "Paris in the 20th Century" in 1860, which was rejected by his editor for being too outlandish. He then put it in an old trunk, only for it to be found in 1989 by one of his descendants. The book, which has been published in both French and English, is an exciting way to teach Paris's transformation into the present. It is a way to study the changes of emphasis in education from the arts and language to technology. Visuals and audio will be incorporated into the presentation, as will lesson plan suggestions for upper-level French classes in both high school and college. A discussion of ideas is also welcome.

Organizer/Presenter(s):

Anna Hudson,
 Dickinson College, Carlisle, PA

Intended Audience(s): High School & College

Keyword: Culture/Literature

Examples in: French

Language(s) spoken: French, English

279. Creating Connections Using the United Nations Sustainable Development Goals
Session: 10 **Clinton**

In an increasingly interconnected world, the language class is uniquely positioned to introduce students to global issues, and to challenge them to see those issues from different perspectives, yet also understand how interconnected they are. In this session, we will share our experience addressing sustainability concerns, specifically using the United Nations Sustainable Development Goals (SDGs) and The Earth Charter (EC). After a brief introduction to the SDGs, we will describe our experience using the SDGs as part of a thematic unit on designing hopeful futures. Participants will then work in pairs or small groups to identify different ways they could incorporate the SDGs in their curricula to create their own thematic units integrating language and critical thinking skills on global issues. The session will conclude with a whole group discussion of the challenges of discussing sustainability in a climate of disinformation campaigns.

Organizer/Presenter(s):

Isabel Kentengian,
 The College of New Jersey, Ewing, NJ

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

Keyword: Connections/Comparisons

Examples in: Spanish

Language(s) spoken: English

280. Enriching World Language Competencies for the Professional World
Session: 10 **Madison**

In the United States, the growth of the Spanish language in settings such as health care, legal services, and business, and the increasing diversity of students enrolled in Spanish courses, reveal the importance of teaching Spanish for the professions. Therefore, this presentation will explore some of the challenges and opportunities that teaching courses such as Spanish for Criminal Justice, Spanish for Health Professionals, Spanish for Social Services, and Spanish for Business can offer to a more traditional curriculum. This presentation will also show how these courses can become a channel to real-world experiences, partnerships, and careers for students.

Organizer/Presenter(s):

Wilson Garcia, Ed.D.,
 Barbara Lopez-Mayhew, Ph.D.
 Plymouth State University, Plymouth, NH

Intended Audience(s): Post-secondary

Keyword: Communities/Workplace

Examples in: English, Spanish

Language(s) spoken: English

281. STARTALK Principles: A Pathway to Linguistic, Intercultural and Global Competence
Session: 10 **Concourse A**

This session presents a case study of a STARTALK Summer Program for high school/college students supported by implementation of the STARTALK-endorsed Principles for effective language teaching and learning. The case study highlights how application of planning, instructional and assessment strategies aligned with the Principles promotes the development of higher levels of linguistic proficiency, as well as intercultural and global competencies.

Organizer/Presenter(s):

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

Romeena Kureishy,
 Independent Consultant,

Intended Audience(s): High School & College

Keyword: Materials

Examples in: Several

Language(s) spoken: English

282. A Hybrid L2 Pronunciation Approach: Online Tools Plus Traditional Techniques
Session: 10 **Concourse B**

Achieving native-like pronunciation in a second language presents a lingering obstacle for many students. While in-person instruction and practice remain integral to the L2 acquisition process, various free-to-use online resources are available as supplementary materials. In our presentation, we advocate a hybrid approach to improving pronunciation, utilizing both high-tech tools and tangible techniques. We describe the use of sites like Forvo.com to incorporate examples of native pronunciation and we explain how the University of Iowa's phonetics tools and PRAAT, a speech analysis program, can allow students to analyze their own pronunciation. We describe specific activities that engage these resources in the classroom and outside it.

Organizer/Presenter(s):

Joseph Bauman, Ph.D.,
 Penn State University, University Park, PA

Intended Audience(s): High School & College

Keyword: Articulation

Examples in: Spanish, English

Language(s) spoken: English

283. The Cultural Landscapes of the Rhine River**Session: 10****Concourse E**

Perhaps one of the best known waterways in Europe, the Rhine is significant not only for its role in international industrial transportation, but also for the cultural wealth and beauty of the surrounding area. On its banks, many famous cities and historical landmarks are located, including Vaduz, Basel, Mainz, Cologne, Düsseldorf, the Dragon's Rock, and the Lorelei cliff. In this session, we first provide a refresher on general knowledge of the Rhine before focusing on a few less-known facts that may serve as a basis for classroom instruction, highlighting some possible STEM-related topics. We then get acquainted with authentic video material that spotlights the cultures and the stunning beauty of the Middle Rhine Valley, part of which is recognized by UNESCO as a World Heritage Center. The videos are readily available on the Internet, and some are accompanied by downloadable worksheets and exercises, free of cost. We end by exploring some audio-material that can easily be used in the DaF-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:** Culture/Literature**Examples in:** German**Language(s) spoken:** English

284. Multilingual Classics Recitation**Session: 10****Concourse F**

Have you wondered why a toddler asks to read the same book repeatedly? Do you think rote learning is out-of-date? Have you noticed the linkage between good memory and high academic performance? This session introduces you to Chinese classics recitation, a traditional method that has been in practice for thousands of years to teach children Chinese. Although weak in ability to comprehend, young children possess strong memory power. Classics recitation takes advantage of this memory and teaches children languages effectively. The co-presenters currently use this method to teach Chinese in their respective schools. This method is readily applicable to learning any other languages. The presenters will introduce you to the theory behind the method and show examples of class videos. An interactive hands-on learning and an open discussion will be conducted. Participants will leave this session equipped with the knowledge and the tools to incorporate classics recitation at school or at home.

Organizer/Presenter(s):

Minhui Haddad,
Lancaster Country Day School, PA
Lan Ziegler,
Cumberland Valley High School,
Harrisburg, PA

Intended Audience(s): PreK-12**Keyword:** Curriculum**Examples in:** Chinese, English, German**Language(s) spoken:** English, Chinese

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 or
the link at

<http://www.nectfl.org/conference>.



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2018 NECTFL Awards



THE NORTHEAST CONFERENCE BROOKS AWARD FOR OUTSTANDING LEADERSHIP IN THE PROFESSION

Janis Hennessey, Dover High School (NH), Retired



Janis Hennessey has been a tireless advocate for world languages throughout her stellar career. She initiated innovative teaching techniques to engage her students; mentored young teachers; worked with the New Hampshire Board of Education to develop teacher certification requirements and state world language standards; served as president of NHAWLT; and spearheaded successful statewide conferences, including NHAWLT's 50th anniversary. Devoted to promoting language study, Janis has offered countless workshops and written more than a dozen children's books, five of which are in French. As one of her colleagues stated: "For over four decades, Janis Hennessey has made the celebration of world language teachers, students, and programs her priority. She is the symbol of what a supportive leader and promoter of world language throughout the state of New Hampshire and elsewhere should be."

THE NORTHEAST CONFERENCE JAMES W. DODGE FOREIGN LANGUAGE ADVOCATE AWARD

The Trout Gallery, Dickinson College, Carlisle, PA



The Trout Gallery, the art museum of Dickinson College, offers nearly 100 world language programs in Spanish, French, Japanese, German and Portuguese to its world language students as well as students from local schools and the community. From French Impressionism to the Italian Renaissance to the works of Mexican printmaker José Guadalupe Posada, the Trout has given students and community members the opportunity to experience art in their language or the language they are learning. As a Trout supporter said: "The work The Trout Gallery executes proves to be important and effective as it bridges communities together one tour at a time."

THE STEPHEN A. FREEMAN AWARD FOR BEST PUBLISHED ARTICLE ON TEACHING TECHNIQUES

Francis J. Troyan, Ph.D., The Ohio State University, Columbus, OH

Laurent Cammarata, Ph.D., Faculté Saint-Jean, University of Alberta, Canada

Jason Martel, Ph.D., Middlebury Institute of International Studies at Monterey, Monterey, CA

"Integration PCK: Modeling the Knowledge(s) Underlying a World Language Teacher's Implementation of CBI",
Foreign Language Annals, Volume 50, Issue 2, Summer 2017, pp. 458-476



This extremely well-researched article centers on understanding the knowledge embedded in a world language teacher's enactment of content-based instruction (CBI) through the lens of a theoretical model inspired by Shulman's 1987 construct of pedagogical content knowledge (PCK). The model represents an adaptation of PCK that explicitly addresses the expanded set of content knowledge teachers need to effectively implement CBI. Findings suggest the model can inform the work of language teacher education and professional development focused on CBI.

Please join us as we honor this year's award winners!

Friday, February 9, 6:00 - 7:30 p.m. in Regent

2018 NECTFL Mead Fellows

with support from SANS Inc.

**Kerilyn Bristow and Elaine Leibly,
VFLA**



**The Seal of
Biliteracy
for Vermont
and Beyond**

We observe
that the
majority of

states that have yet to implement the Seal of Biliteracy are rural, have small populations, and lack ethnic diversity, similar to our state of Vermont. These states face unique challenges for a variety of reasons. Our goal is to achieve approval for the Seal of Biliteracy in Vermont and to provide a roadmap for other homogenous, rural states to follow in implementing the Seal.

We have researched what other states have done to gain approval and recognize that our next goal is to demonstrate to stakeholders such as parents and students that having a Seal of Biliteracy on their grade transcript is meaningful. Once students move beyond the confines of Vermont, they will realize that ethnic and lingual diversity is the norm in many areas of our country.

After test driving the Seal in our own school district, we will begin publicizing the opportunity to other school districts and invite our state legislature to approve it at the state level. We plan to use our state language organization (VFLA) as a vehicle for communication. We will contact every school district and offer them the process that we utilized, streamlined and refined for their own use. Technology will be used as a vehicle of communication to get the word out.

Elaine Leibly is an elementary Spanish teacher, in Woodstock, VT.

Kerilyn Bristow is a teacher of Spanish and French and Dean of Students at Woodstock Union High School and Middle School in Woodstock, VT.

**Gina Gallo and Amanda
Robustelli-Price, CT COLT**



**Building Professional Networks of
World Language Educators**

Overwhelmed yet passionate, disconnected yet excited, unsure yet willing; these are the common internal battles one fights as a new teacher. It is our responsibility as experienced teachers to alleviate some of these burdens and to help new members of the World Language community grow. Building professional connections amongst world language educators will improve teacher retention and teaching, teacher satisfaction, and help to forward the world language profession. During the next year, we will work to create a network of educators, and will offer professional platforms, workshops and mentoring to novice teachers, and those interested in teaching or studying to be teachers. It is especially important for new teachers, early in their careers, to connect to other professionals, to learn about best practices, to build a personal learning community, and to begin the work of continuing their own language studies. Helping novice teachers build these communities as they begin their careers is integral not only to their success but also to the profession. This type of support is also critical for high school students interested in pursuing a career as a World Language teacher or for those who are studying the profession.

Amanda Robustelli-Price is a teacher of French at Enfield High School in Enfield CT.

Gina Gallo is a teacher of Spanish and Italian at Bristol Central High School in Bristol, CT.

**Dr. Celia Chomón Zamora,
GWATFL**



**Synchronous
Computer-Mediated
Communication as a
Language Learning
Tool in the Secondary
Foreign Language
Classroom**

Utilizing technology to facilitate foreign language learning in the classroom is not a recent trend, particularly as a way to bring exposure of the target language from native speakers to the students in typical Face-to-Face (FTF) classroom environments. To address this issue, this project proposal attempts to address the following: a) Is synchronous computer-mediated communication (SCMC) is feasible to accomplish and incorporate in a high school foreign language classroom? b) Are there any discernible improvements in the students' fluency and proficiency levels from using Teletandem/SCMC compared to traditional FTF classrooms?

The project will provide new opportunities and leadership abilities at various levels of language education by affording students that are unable to fund a study-abroad experience (which has been shown by research to help with fluency and rich language immersion) to have a modified and affordable study-abroad experience. This therefore affords schools in varying degrees of affluence and resources to be able to work together to improve the levels of multilingualism and multiculturalism not just in their students, but in their faculty.

Dr. Celia Chomón Zamora is foreign language department chair at the Oakcrest School in Vienna, VA.

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 2018



Whether her students are performing puppet shows or rescuing monarch butterflies, **Rebecca Aubrey**, the CT COLT Language Teacher of the Year, is known for the “dynamic and exciting ways” her teaching integrates language and culture. Rebecca gets to know each student’s interests and needs, and offers a variety of learning options that build language, cultural competency, and 21st Century skills. Her principal describes her as having “a unique ability and unlimited perseverance in connecting with and motivating her students”, particularly those who are most at-risk. Rebecca leads her colleagues by guiding curriculum development, hosting site visits, and presenting at state and national conferences.



Estefanía Becker, awarded Teacher of the Year by the Delaware Council for the Teaching of Foreign Languages, is a passionate and creative professional who believes students deserve to be immersed daily in the target language to be able to compete in today’s world. She engages her students consistently in the Spanish language by having them interpret information from authentic materials, collaborate in the language, and make cultural comparisons. Estefanía is an integral member and past Board Chair of the Delaware World Language Teacher Leader Network whose insight and leadership are contagious and inspiring to her colleagues. She brings a wealth of knowledge and enthusiasm and is dedicated to bringing the best to the world language teaching profession.



Frank A. Campione, J.D., Professor of Italian on the high school and college level and the FLENJ Teacher of the Year is known for immersing his students in the Italian language and culture. Frank creates lessons designed to motivate the most reluctant learner and provide students with “real-life experiences” that develop both character and self-esteem. As Professor says, “you cannot teach a foreign language without learning about its culture.” In addition to serving as a positive role model, Professor strives to instill in his students a love of learning to enable students to succeed in life, by utilizing lessons that reflect the eight intelligences.



Cherie Garrett, the Pennsylvania State Modern Language Association Teacher of the Year, is an exemplary world language instructor who shares her passion for Spanish language and culture with her students, her colleagues and with the community. Cherie has developed and advised numerous world language programs and events not only in her school district, but also at the state and international level. Her commitment to a student-centered classroom that exclusively uses the target language accompanied by innovative and engaging teaching methodologies have led to the numerous successes of her students who frequently study abroad or acquire jobs where they use Spanish or interact with people of different cultures.



Cindi Hodgdon, representing the New Hampshire Association of World Language Teachers, is a German teacher known for engaging students both in and out of the classroom. Her students are often visiting the local nursing home, performing in festivals, and competing in national competitions. She combines innovation and high standards inside the classroom to push her students to be their best. She is passionate about connecting colleagues around the state, region, and country. As one of her colleagues noted, “It is impossible to be in a room with Cindi and not want to jump on board, dig in and work harder. She makes everyone around her better. Cindi’s enthusiasm for her craft is infectious, she is enthusiastic and dedicated.”



Xiaoyan Hu, the Rhode Island Foreign Language Association Teacher of the Year, enjoys the challenge of creating curricula and learning experiences for Chinese learners of all ages and levels, who she has taught in a variety of settings, from weekend heritage school to K-12 after school program to university-level. Currently she is the Academic Director of the URI Chinese Flagship Program, a program for students in any major to achieve Superior proficiency in Chinese that culminates with a Capstone Year of study and internship in China. To prepare her students for this experience, she centers her passion for educating the whole learner through authentic, task-based teaching methods in the classroom, and individualized mentoring and advising outside of the classroom.



Sheena Jordan, of the Greater Washington Association of Teachers of Foreign Language has been edifying young minds in foreign language for over 17 years. She’s taught Spanish in the most challenging schools in DC, Maryland, and Virginia. However, with each experience, Sheena always rises to the challenge, keeping the priority of “leading with language” as her focus: never underestimating her scholars. Sheena commits to making global connections with her students, supporting social justice movements like #CaribbeanSchoolsRise. Sheena believes, language is a portal to problem-solving; by teaching language we’re preparing our children to create the resolutions to initiate our future revolutions.



Barbara Sharbaugh, Maryland Foreign Language Association Teacher of the Year, demonstrates professionalism and exemplary instruction through her many roles as language educator, mentor, facilitator, and presenter. Barbara is a life-long learner dedicated to her students and colleagues. She demonstrates passion for developing the academic and personal strengths of all students and supporting and retaining language educators. Barbara envisions students interacting with the world as globally competent citizens. Her focus is to empower teachers and students to continually grow and be a voice for students while advocating the importance and relevance of language study for all learners in the 21st century.

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	Stephen A. Freeman Middlebury College	1985	James E. Alatis Georgetown University	2002	Robert J. Ludwig NYS AFLT
1969	Nelson H. Brooks Yale University	1986	Robert Lado Georgetown University	2003	Frank W. Medley Jr. West Virginia University
1970	Harry L. Levy Fordham University	1987	Mary P. Thompson Glastonbury Public Schools (CT)	2004	Martha G. Abbott Fairfax County PS (VA)
1971	Robert G. Mead University of Connecticut	1988	Leo Benardo New York City PS	2005	Ray Clifford Defense Language Institute
1972	Freeman Twadell Brown University	1989	Dora Kennedy Prince George's County (MD) Public Schools	2006	Kathleen Riordan Springfield PS (MA)
1973	Emma Birkmaier University of Minnesota	1990	Ann Beusch Maryland State DOE	2007	Stephen L. Levy (ret.) Roslyn NY Schools
1974	Donald D. Walsh Northeast Conference	1991	Helen Warriner-Burke Virginia State DOE	2008	Eileen W. Glisan Indiana University of Pennsylvania
1975	Theodore Andersson University of Texas	1992	Sandy Jean McIntyre II Morgan State University	2009	Marjorie Hall Haley George Mason University
1976	Wilmarth H. Starr New York University	1993	Dorothy James Hunter College	2010	Yu-Lan Lin Boston Public Schools
1977	Kenneth W. Mildenberger Modern Language Association	1994	Eleanor Jorden, Emerita Cornell University	2011	Gregory Duncan InterPrep, Inc.
1978	Howard Lee Nostrand University of Washington	1995	Earl W. Stevick, Emeritus Foreign Service Institute	2012	Richard Brecht CASLS
1979	Dwight Bolinger Harvard University	1996	Edward D. Allen, Emeritus Ohio State University	2013	Heidi Byrnes Georgetown University
1980	Richard I. Brod Modern Language Association	1997	Ronald A. Walton National Foreign Language Center (posthumous award)	2014	Gladys C. Lipton National FLES* Institute
1981	Laurence Wylie Harvard University	1998	Helene Zimmer-Loew AATG	2015	Charlotte E. Gifford Greenfield Comm. College
1982	Lorraine A. Strasheim Indiana University	1999	June K. Phillips Weber State University	2016	Laura Franklin No. Virginia Comm. College
1983	James R. Frith Foreign Service Institute	2000	Protase E. Woodford Educational Testing Service (ret.)	2017	Thekla Fall Pittsburgh Public Schools (ret.)
1984	Wilga M. Rivers Harvard University	2001	Edward C. Scebold ACTFL		

NECTFL Awards Ceremony

Friday, February 9, 2018

6:00 – 7:30 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	Sidney R. Smith University of North Carolina	1985	Walter Blue, Donald Rice, Tamara Root Hamline University	2006	Kimmaree Murday Indiana U. – Purdue University Indianapolis
1970	Frank Otto Ohio State University	1986	Charlotte Cole Floy Miller Walpole High School (MA)	2007	Teresa Pica Penn Graduate School of Education
1971	Michael Agatstein Wheatley School	1989	Jay Siskin Northwestern University	2008	Bonnie Adair-Hauck U. of Pittsburgh Eileen W. Glisan Indiana University of PA
1973	H. Ned Seelye J. Lawrence Day	1990	Emily Spinelli U. of Michigan at Dearborn		Keiko Koda Carnegie Mellon University
1974	Robert J. Elkins Theodore B. Kalivoda Genelle Morain University of Georgia	1991	Robert Terry University of Richmond		S. Paul Sandrock WI Dept. of Public Instruction
1975	Thomas P. Carter Dalhousie University	1998	Marva Barnett University of Virginia		Elvira Swender ACTFL
1977	Christina Bratt Paulston Howard R. Selekmán	1999	Elizabeth Knutson U.S. Naval Academy	2009	Jason J. Goulah DePaul University/Concordia Language Villages
1978	I.S.P. Nation Victoria University	2001	Olenka Bilash University of Alberta	2011	Anita Vogely SUNY Binghamton
1979	Diane W. Birckbichler Ohio State University	2002	Linda Quinn Allen Iowa State University	2014	Lina Lee University of New Hampshire
	Alice C. Omaggio ERIC Clearinghouse on Languages & Linguistics	2003	Terry A. Osborn University of Connecticut		Maximilian Aue Peter Höyng Marianne Lancaster Hiram Maxim Caroline Schaubman Emory University
1981	James M. Hendrickson Lansing Community College	2004	Bonnie Adair-Hauck and Richard Donato University of Pittsburgh	2015	Cynthia Chalupa Heiko ter Haseburg West Virginia University
1982	Claire Kramsch Mass. Institute of Technology	2005	Wynne Wong Ohio State University	2016	Mary Caitlyn Wight SUNY Geneseo
1983	Heidi Byrnes, Stefan Fink, Aureila Roman Georgetown University		Bill VanPatten U. of Illinois at Chicago	2017	Tony Houston Bryant University
1984	Renate A. Schulz University of Arizona	2006	N. Ann Chenoweth U. of Texas – Pan American		

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	Hon. Paul Simon Congressional Representative from Illinois	1993	James Herbert National Endowment for the Humanities	2004	Brenda L. Welburn National Association of State Boards of Education
1979	President Jimmy Carter	1994	James Crawford author and editor	2005	Hon. Rush Holt Congressional Representative from New Jersey
1980	Fred M. Hechinger The New York Times Foundation	1995	Hon. Madeleine May Kunin former Governor of Vermont, Deputy Secretary of Education	2006	Taj Mahal and Carole Fredericks (posthumous) Music Legends and Cultural Ambassadors
1983	Hon. Leon E. Panetta Congressional Representative from California	1996	Hon. David L. Boren former Senator from Oklahoma; President, University of Oklahoma	2007	Hon. Paul S. Sarbanes former Senator from Maryland
1985	Sylvia Porter nationally syndicated columnist	1997	Robert Orrill The College Board	2009	Luma Mufleh Fugees Family
1986	Hon. Christopher J. Dodd Senator from Connecticut	1998	Ken O'Keefe Allegheny College	2010	J.W. Marriott, Jr. Marriott International
1987	Hon. J. William Fulbright former Senator from Arkansas	1999	Sesame Street, Children's Television Workshop	2012	J. David Edwards JNCL/NCLIS
1988	Hon. Claiborne Pell Senator from Rhode Island	2000	Hon. Richard Riley former Governor of South Carolina, Sec. of Education, U.S. DOE	2013	Hon. Jack Markell Governor of Delaware
1989	The Southern Governors Conference	2001	L. Jay Oliva President, New York University	2014	Clay Pell Deputy Assistant Secretary of Education, U.S. DOE
1990	Leonard A. Lauder President and CEO, Estée Lauder, Inc.	2002	Barbara Turlington American Council on Education	2015	Diane Rehm <i>The Diane Rehm Show</i>
1991	Scott McVay Executive Director, Geraldine R. Dodge Foundation	2003	Ann M. Copland Senior Exec. and Legislative Asst., Sen. Cochran (R-MS)	2017	Carnegie Library of Pittsburgh
1992	Hon. Lois G. Pines State Senator for Middlesex and Norfolk District, MA				

NECTFL Advisory Council 2018*



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

Agnes Alberola, Brookline High School
William Anderson, Massapequa School District
Cheryl Berman, SAU District 50
Mara-Lee Bierman, SUNY Rockland Comm. College
Michael Bogdan, South Middleton SD
John Carlino, Buffalo State College
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Gisela Cordero-Cinko, Christian Brothers Academy
Keith Cothrun, AATG
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Rebecca K. Fox, George Mason University
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Leslie Grahn, Howard County Public Schools, retired
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Helene Zimmer-Loew

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MaFLA, Jeanne O'Hearn
MARACAS Spanish Programs, Amanda Seewald
J.R. Masterman Lab/Demo School, Jean Copeland
The Masters School, Richard Simon
MFLA, Deborah Espitia
NHAWLT, Janis Hennessey
NYS AFLT, Michelle Shenton
PSMLA, Mina Levenson
Queens College, CUNY, Jennifer Eddy
Shippensburg University, Jose Ricardo
SUNY Geneseo, Bill Heller
Victor Central Schools, Dawn Santiago-Marullo
Wellesley College, Joy Renjilian-Burgy

For more information about the NECTFL Advisory Council and how to join, please see a member of the Board or visit our website. Benefits include:

- Discounted conference registration and an invitation to the annual Advisory Council luncheon and meeting
- The right to nominate and vote for candidates to the Board of Directors
- The right to nominate candidates for NECTFL's prestigious awards
- The opportunity to help us provide leadership, advocacy, and professional development
- The benefit of presenting up to ten (10) NECTFL Excellence in Language Study awards to your students

*As of 1/21/2018

**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*

January 22, 2018

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.

Guidelines for the preparation of manuscripts and a checklist for manuscript preparation are published in every issue of the journal and also appear in full online at <http://www.nectfl.org/publications/>:

- Guidelines for Preparation of Manuscripts
- A Checklist for Manuscript Preparation
- Author/Article Information

Each article is reviewed by at least three nationally-known experts in the field of foreign language teaching who make up the Editorial Board and reviewers. 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

Guidelines for reviewers can be found at <http://www.nectfl.org/publications/>

Editors

Robert M. Terry, Editor
Thomas S. Conner, Review Editor

Publication Data (as of January 22, 2018)

Total articles received	196
Total published	91 (46.4%)
Total rejected/withdrawn	104 (53.1%)
Total out for first review	1 (0.5 %)

Editor

A Message from the 2019 Chair



Dear NECTFL friends and colleagues,

It is with great pleasure that I welcome you to the 2018 Northeast Conference. As the chair for the 65th conference, I would like to elicit your support in making the event meaningful and supportive of our work in K-16 classrooms. The conference will be held at the New York Hilton Midtown from February 7–9, 2019. The theme, ***Authentic Language, Authentic Learning***, reflects the intent of the *World Readiness Standards for Learning Languages* and the *NCCSFL/ACTFL Can-Do Statements, 2017*. Authentic teaching and learning in the 21st century world language classroom foster “world-ready” citizens who communicate effectively with cultural understanding.

Laura Terrill, who is known nationally for her work in the field of world languages, will be the keynote speaker. Laura taught French at all levels for 21 years before becoming Coordinator of Foreign Language and English as a Second Language and then, Director of Curriculum. She has taught methods courses in St. Louis and in Indianapolis and continues to present at the local, state, regional, and national levels. She recently worked as a content specialist for the National Foreign Language Resource Center working with the STARTALK program. She has served on the Board of Directors for Central States and ACTFL. Laura is the recipient of the Founders Award for Central States, has been named as the NADSFL District Supervisor of the Year, and was honored with the ACTFL Florence Steiner Award for Leadership. She recently co-authored the Second Edition of ACTFL Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design. I am confident that Laura will inspire and inform us.

I urge you to take an active role in the conference by proposing a session, one that aligns with the conference theme, that deals with research studies, that showcases technology integration, or one that would be of general interest to participants. Proposals can be submitted at:
<http://www.nectfl.org/conference/>.

Please enjoy your 2018 NECTFL Conference experience and I hope that we will see you once again for the 2019 Northeast Conference.

Best wishes,

Rosanne

Conference Chairs, 1954-2018



1954	Hunter Kellenberger Brown University	1977	Jane MacFarland Bourque Stratford P.S. (CT)	2000	Frank W. Medley Jr. West Virginia University
1955	Germaine Brée New York University	1978	Thomas H. Geno University of Vermont	2001	Margaret Ann Kassen Catholic University of America
1956	Dorothy B. Crawford Philadelphia H.S. for Girls	1979	Paul D. Cincinnato Farmingdale P.S. (NY)	2002	Donald Reutershan Maine Dept. of Education
1957	William N. Locke Mass. Institute of Technology	1980	John L.D. Clark Educational Testing Services	2003	John Webb Princeton University (NJ)
1958	George N. Shuster Hunter College	1981	Helene Zimmer-Loew NYS Department of Education	2004	Frank Mulhern Pennsylvania State Modern Language Association
1959	Léon E. Dostert Georgetown University	1982	Toby Tamarkin Manchester Comm. College (CT)	2005	Mikle D. Ledgerwood SUNY Stony Brook
1960	Remigio U. Pane Rutgers University	1983	John M. Darcey West Hartford P.S. (CT)	2006	Nancy Gadbois Springfield MA Public Schools
1961	Carl F. Bayerschmidt Columbia University	1984	June K. Phillips Indiana University of PA	2007	Marjorie Hall Haley George Mason University (VA)
1962	Edward J. Geary Harvard University	1985	Stephen L. Levy Roslyn Public Schools (NY)	2008	Sharon Wilkinson Simpson College
1963	Harry L. Levy Hunter College	1986	Helen S. Lepke Clarion University of PA	2009	Laura Franklin N. Virginia Comm. College
1964	Alfred S. Hayes Center for Applied Linguistics	1987	Christine L. Brown Glastonbury P.S. (CT)	2010	Jaya Vijayasekar Vernon Public Schools (CT)
1965	Wilmarth H. Starr New York University	1988	Richard C. Williamson Bates College	2011	Charlotte Gifford Greenfield Comm. College (MA)
1966	Jean Perkins Swarthmore College	1989	John P. Nionakis Hingham Public Schools (MA)	2012	Jennifer L. Steeley Manheim Twp. M.S. (PA)
1967	G. Reginald Bishop, Jr. Rutgers University	1990	Heidi Byrnes Georgetown University	2013	Arlene F. White Salisbury University (MD)
1968	Robert G. Mead Jr. University of Connecticut	1991	Judith E. Liskin-Gasparro Middlebury College	2014	Janel Lafond-Paquin Rogers High School Newport RI
1969	F. André Paquette American Council on the Teaching of Foreign Languages	1992	Joy Renjilian-Burgy Wellesley College	2015	Cheryl Berman SAU 50 Newington (NH)
1970	Remunda Cadoux Hunter College	1993	José M. Díaz Hunter College High School	2016	Rebecca K. Fox George Mason University (VA)
1971	Hilary Hayden OSB St. Anselm's Abbey School	1994	Sylvia Brooks-Brown Baltimore County P.S. (MD)	2017	Carole Smart Newmarket High School (NH)
1972	Mills F. Edgerton Jr. Bucknell University	1995	Rebecca R. Kline Penn State University	2018	Bill Heller SUNY Geneseo
1973	Joan L. Feindler East Williston P.S. (NY)	1996	Julia T. Bressler Nashua Public Schools (NH)		
1974	Joseph A. Tursi SUNY at Stony Brook	1997	Eileen W. Glisan Indiana University of PA		
1975	Jerome G. Mirsky Jericho Public Schools (NY)	1998	Richard Donato University of Pittsburgh		
1976	Philip E. Arsenaault Montgomery County P.S. (MD)	1999	Martha G. Abbott Fairfax County P.S. (VA)		

In memoriam



Stephen L. Levy

NECTFL Chair, 1985



Therese S. Caccavale

Their tremendous presence and leadership will be missed in our region and beyond.

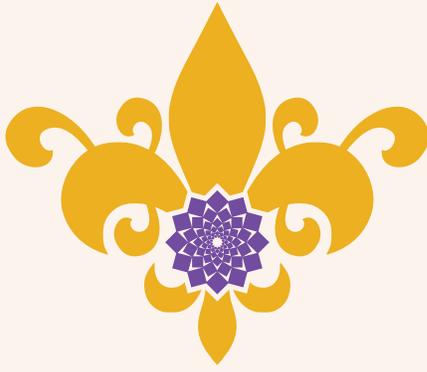
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Photo: Rocher du Diamant! by Moonshine972



ACTFL 2018

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NOVEMBER 16–18

SAVE THE DATE

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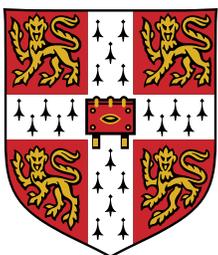


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Save the Date!
65th Annual
Northeast Conference
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Authentic Language, Authentic Learning

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February 7–9, 2019

Rosanne Zeppieri, Chairperson