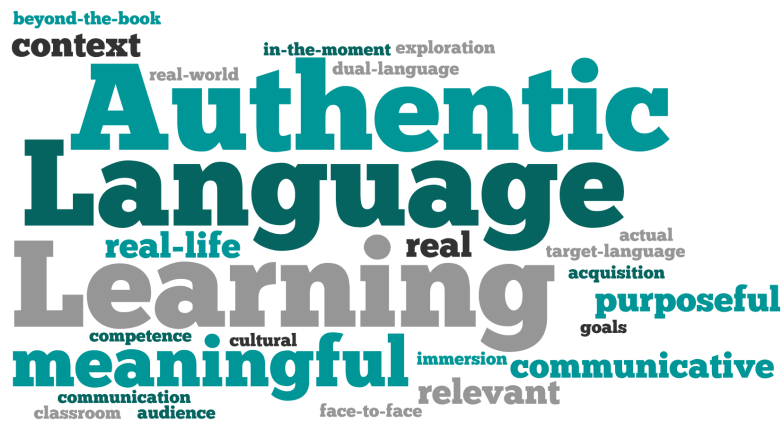


NORTHEAST
CONFERENCE
on the Teaching of Foreign Languages



*Preliminary Program
and
Early Registration Materials*



Authentic Language, Authentic Learning

NY Hilton Midtown February 7–9, 2019

Rosanne Zeppieri, Chairperson

Contact: info@nectfl.org

Keynote Speaker



Laura Terrill

Laura Terrill is a national consultant who holds a BA in French from the University of Missouri — St. Louis and a MA in Secondary Administration from Northeast Missouri State University. She taught French at all levels for 21 years before becoming the 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. She is the recipient of the Founders Award for Central States, has been named as the NADSFL District Supervisor of the Year and has received the ACTFL Florence Steiner Award for Leadership. She recently co-authored the Second Edition of the ACTFL publication, *Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design*.

The New York Hilton Midtown



The New York Hilton Midtown is now accepting reservations for our event. The 2019 conference rate is \$225 per night (single or double) plus taxes & fees.



Cut-off Date: January 6, 2019.

Click here now to reserve your room:
<https://book.passkey.com/e/49622712>

New York Hilton Midtown
1335 Avenue of the Americas
New York, NY 10019



NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, INC.

NECTFL is the undisputed leader in the Northeast region supporting the teaching and learning of world languages. Providing a forum for language educators from Maine to Virginia, the Northeast Conference is comprised of three full days of discussions, workshops, sessions, exhibits, speeches, and awards, which reflect the general trends, interests, and needs of its constituents.

PRE-REGISTRATION AND CONFIRMATION

You may pre-register for the conference online or by mail with the registration form available at <http://www.nectfl.org/conference>. Please note cut-off dates, the fee schedule and refund information on the registration form. Confirmation of conference registration will be made by email only. Please provide a valid email address on your registration form. If you do not receive a confirmation email, please contact us.

ON-SITE REGISTRATION

Participants who have not pre-registered by January 18 may register online or on-site; however on-site rates will apply.

PAYMENT

Registrants may pay by credit card (via PayPal, with or without a PayPal account), check, money order, or purchase order.

PRE-CONFERENCE WORKSHOPS

Three-hour and six-hour pre-conference workshops are scheduled on Thursday. There is an additional fee to register for these special ticketed offerings, given by top world language presenters from our region and beyond. The listing of these workshops is available on the conference website.

SESSIONS

Approximately 150 one-hour sessions will be scheduled on Friday and Saturday. Unlike pre-conference workshops, individual sessions are not ticketed. Attendees may attend whichever sessions they please on the day(s) they are registered. Sessions are presented by language educators of many languages and all levels. Of special note are sessions denoted as “best of” state. The preliminary program listing sessions with descriptions will be available online by early fall at the latest.

PANEL DISCUSSIONS

This year we will offer four panel discussions with experts in the field that are directly related to deepening an understanding of the conference theme. Please see our full program for details.

KEYNOTE ADDRESS

This year we will offer a keynote address, given by Laura Terrill. The keynote address, as well as ACTFL and JNCL updates, will be offered on Saturday morning. All conference attendees are welcomed and encouraged to attend.

HOTEL AND HOTEL REGISTRATION

This year the Northeast Conference will be held at the New York Hilton Midtown. Visitors to New York City will find themselves within walking-distance from Times Square, MoMA, Fifth Avenue, and many of the Midtown attractions that make New York irresistible! Reservations for the New York Hilton Midtown should be made separately by using the hotel reservation form available at <http://www.nectfl.org/conference>. Please note the **hotel registration cut-off date of January 6, 2019**. In order to receive the NECTFL conference rate at the hotel, you must use the hotel registration link. Rooms will be ready for check-in after 3:00 p.m. and checkout is at 12:00 p.m. If you are arriving before check-in or staying after checkout, luggage may be stored with the hotel.

TRANSPORTATION

New York City is easily accessible via land or air. If you are flying in, you may consider flights into any one of the three major NYC metropolitan airports: JFK, LaGuardia, or Newark. If arriving by train, the hotel is easily accessible from Penn Station, and if by bus, the same holds true from the Port Authority bus station. If driving, please visit the hotel website for information regarding driving directions, parking, etc.

ARRIVAL/CONFERENCE CHECK-IN

Conference materials (programs, badges, workshop tickets) will be pre-packaged for those participants who have pre-registered and will be available at the conference registration booth in the second floor lobby of the Hilton. The registration booth will be open from 8:00 a.m. to 6:00 p.m. on Thursday, 7:00 a.m. to 5:30 p.m. on Friday, and from 8:00 a.m. to 5:30 p.m. on Saturday.

MEALS

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

BADGES

Attendees at the conference are asked to **WEAR THEIR BADGES AT ALL TIMES!** You will not be permitted to attend workshops or enter the exhibit hall without your name badge.

WORKSHOP/SESSION SCHEDULE AND LOCATIONS

All workshops and sessions, unless otherwise noted, will be held in the New York Hilton Midtown. This year we will be using breakout rooms on the following levels:

- **Concourse Level:** From the front lobby, take the elevator or stairs one flight down.
- **Second and Third Floor:** From the lobby level, take either escalator or an elevator up.
- **Americas Hall 2:** From Americas Hall 1 (third floor) take the escalator up to Americas Hall 2. There will be four breakout spaces in this hall (labeled 1-4 in our program).

The schedule of sessions will be determined prior to the conference and will be posted at <http://www.nectfl.org/conference> as soon as it is available. Please note: once scheduled, the listing of sessions is **tentative and subject to change** due to changes received after the printing deadline. All attendees are asked to be at workshops and sessions on time and to remain until the end. Please silence your cell phone while in workshops.

EXHIBITS

Over 50 exhibitors will be present for consultation and to demonstrate and/or sell their materials which include texts, journals, audio, video, and digital media, literature, games, fund raisers, realia, travel services, and more. Most exhibitors accept cash, checks, and/or credit cards. The exhibit hall will be open Friday 8:00 a.m.–5:00 p.m. and Saturday from 8:00 a.m.–1:30 p.m. so that participants will have ample opportunity to examine a variety of materials. The exhibit hall is located in Americas Hall 1 on the 3rd floor.

IN-SERVICE PROFESSIONAL DEVELOPMENT CREDIT

Each participant will receive a certificate of attendance in his or her registration packet. It is the responsibility of individual attendees to collect signatures and document session attendance, if required by their home institution. New York State teachers requiring CTLE credits must return their signature form to the registration desk.

65th Annual Northeast Conference Program Overview

THURSDAY, FEBRUARY 7

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 8

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 and Mead Leadership Collaborative
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 Break/Exhibits
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 9

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

Thursday Pre-conference Workshops

Thursday, Six-hour Workshops, 9:30 a.m.–4:30 p.m.

\$100

1. High-Leverage Teaching Practices: A How-To Boot Camp

Great teachers are made, not born. So how do you get great? In this workshop, presenters will demystify the magic by exploring six high-leverage teaching practices as featured in "Enacting the Work of Language Instruction" (Glisan & Donato). Presenters will highlight key research findings, break down practices into smaller parts, expose common pitfalls, model strategies, and provide practical examples of effective application. Participants will explore, dissect, and rehearse practices; simulate a mini-lesson and debrief its execution; and leave the workshop with tools to continue learning and specific teacher "moves" to use the next day. This hands-on workshop will both inspire and empower teachers for continued professional growth.

Organizer/Presenter(s):

Dawn Carney, Arlington Public Schools, Arlington, MA

Rebecca Blouwolff, Wellesley Middle School, Wellesley, MA

Intended audience(s): PreK-12

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: French, Spanish

2. Developing Performance from Novice to Intermediate

What do learners need to demonstrate with increasing independence and in numerous contexts to move out of Novice and into the Intermediate level and beyond? Unpack the NCSSFL-ACTFL Can-Do Statements and analyze learners' language samples to find out. How can educators support learners to develop the strategies to leave Novice and function in the Intermediate range? Experience strategies for instruction that develop and assess learners' abilities to function at an Intermediate level in Interpersonal and Presentational Communication; explore strategies for learners to practice using language beyond Novice level to investigate, explain, and reflect on topics through authentic resources; and examine effective assessment strategies to chart learners' progress across the proficiency continuum.

Organizer/Presenter(s):

Paul Sandrock, ACTFL

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

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: Several

Thursday, February 7, Six-hour Pre-conference Workshops, 9:30 a.m.–4:30 p.m.

\$100

Thursday Pre-conference Workshops

Thursday, Six-hour Workshops, 9:30 a.m.–4:30 p.m.

\$100

3. Purposeful Lesson Planning: Making Every Minute Count

Multiple factors impact the quality of a lesson. If lessons are to be designed for maximum effectiveness, it is critical to consider what we know about how the brain learns and what causes learning to stick. Participants will investigate each part of the learning cycle, from gaining attention and providing input to performance with feedback, in order to pinpoint what matters most at each stage of the lesson and how to determine if each learner is meeting the lesson's goals. Teachers will engage in instructional strategies that move learners from input to output by using authentic texts to bring culturally rich and cognitively engaging content into the lesson.

Organizer/Presenter(s):

Laura Terrill, Independent Consultant

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French, Spanish

4. Picturing Culture: Developing Visual Literacy in Language Classes through Art

After discussing theoretical approaches at the conference site, participants develop strategies for integrating art into daily instruction. By sampling successful K-16+ activities, learners will understand how to connect culture to target language instruction, discuss how to measure students' performance in interpersonal communication and presentational speaking, and write assessments to monitor student progress. During a brief lunch break, participants head over to the Metropolitan Museum of Art, where they will integrate products, practices, and perspectives of their target language and culture into lessons they develop. At the end of the workshop, they reconvene as a group in the museum to share their approaches.

Organizer/Presenter(s):

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

Kathy Fegely, Antietam High School, Reading, PA

Intended audience(s): PreK-16+ (all) **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** Several

Thursday, February 7, **Six-hour Pre-conference Workshops, 9:30 a.m.–4:30 p.m.**

\$100

Thursday Pre-conference Workshops

Thursday, Three-hour Workshops, 9:30 a.m.–12:30 p.m. \$50

5. Keeping Kids Engaged and Coming Back for More

Is your enrollment declining? Are your students becoming increasingly more difficult to motivate? This workshop will provide takeaway strategies that will keep students engaged and returning to your classes for subsequent years of instruction. Participants will discover how to use songs, current events, history, kinesthetic movement, storytelling, and homework choice to inspire students, increasing both engagement and enrollment. Michelle Kindt, a National Board Certified Teacher of French will facilitate the workshop, providing teachers with resources they can utilize Monday morning.

Organizer/Presenter(s):

Michelle Kindt, Hershey High School, Hershey, PA

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French

6. Authentic Input and Inspired Output with Early Language Learners

We affirm that the target culture is the true content of any world language course and that it lies at the heart of the standards-based approach to language education. The best way to delve into culture is by using authentic resources rather than watered-down cultural summaries or, worse, culture explained in English. In this workshop, we'll show how even Novice-level learners can tap into the power of using authentic resources to serve as rich input. Join us as we explore various types of authentic cultural resources to better inform students' knowledge of cultural products, practices, and perspectives. We'll also explore ways in which we can use those carefully gleaned #authres to create engaging activities to inspire our students to better speak and write in the target language.

Organizer/Presenter(s):

Nathan Lutz, Kent Place School, Summit, NJ

Amanda Seewald, Consultant

Intended audience(s): PreK-8 **Keyword:** Materials

Language(s) spoken: English **Examples in:** French, Spanish

7. Transform Your Language Classes with Technology: Applied Digital Skills

Do you want to create more engaging lessons? Do you have tech-savvy students and want to harness their passion for tech in a constructive way? Do you want to save time and improve student learning? Then this session is for you. We will focus on using tech skills to create a more efficient and effective language classroom. Participants will review free, online technology tools that can transform the classroom. Using devices, participants will perform missions where individual teachers get an opportunity to explore different ways to use these tools. Teachers will come away with a variety of ways they can transform their classes through effective and engaging technology tools. This workshop will be helpful for everyone, from beginners to active tech users looking for new ideas.

Organizer/Presenter(s):

Maureen Lamb, Kingswood Oxford School, West Hartford, CT

Intended audience(s): PreK-16+ (all) **Keyword:** Technology

Language(s) spoken: English **Examples in:** English, Latin

Thursday, February 7, Three-hour Pre-conference Workshops, 9:30 a.m.–12:30 p.m.

\$50

Thursday, Three-hour Workshops, 9:30 a.m.–12:30 p.m. \$50

8. Enhancing K-12 Chinese Curriculum with High-Impact STEMM Integration

The integration of the Chinese language with the STEMM subjects and the effective implementation of such curricula will help us nurture much-needed talents who are creative, highly advanced, and globally competent. The Chinese civilization, past and present, has made tremendous contributions to STEMM fields around the world. This workshop will explore ways to integrate STEMM subjects into Chinese instruction so that teachers can help promote student interests in learning Chinese from various perspectives. The presenters will share classroom examples to demonstrate the effective integration of Chinese instruction into STEMM content. Participants will be guided to integrate one of the STEMM subjects into their current unit and create effective instructional activities for implementation.

Organizer/Presenter(s):

Dali Tan, Ph.D., Northern Virginia Community College, Alexandria, VA

Yu-Lan Lin, Ph.D.

Lucy Lee, Ed.D., Levingston High School, Levingston, NJ

Baocai Jia, Cupertino High School, Cupertino, CA

Carol Chen-Lin, Choate Rosemary Hall, Wallingford, CT

Intended audience(s): PreK-16+ (all) **Keyword:** Curriculum

Language(s) spoken: English, Chinese **Examples in:** Chinese

9. Engaging All Learners

Language educators are challenged on a daily basis to meet the needs of all learners in their classrooms. The needs of students vary based on their readiness level, interests, and learning preferences. This workshop will offer seven key strategies for engaging all learners in the language classroom: differentiated instruction, varied approaches, scaffolds and supports, flexible grouping, student choice, tiering, and responding to student data.

Organizer/Presenter(s):

Leslie Grahn, Howard County Public Schools, retired, Clarksville, MD

Intended audience(s): PreK-12 **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Several

10. How to Create a Theme-Based Curriculum Using Authentic Cultural Materials

This workshop will guide participants step-by-step through the process of creating an outline for one thematic unit, which will then function as a guide for revamping a course's overall curriculum. We will start with one authentic cultural material in the target language and teach participants how to select a larger theme for this text, how to formulate essential questions for working with it, how to connect it to other authentic materials, how to create Can-Do Statements for the students that help them approach the intended tasks/goals, and how to build formative and summative assessments for the unit in the three modes of communication.

Organizer/Presenter(s):

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

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

Intended audience(s): PreK-16+ (all) **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** English, Spanish

Thursday, Three-hour Workshops, 9:30 a.m.–12:30 p.m. \$50

11. Putting Grammar in Its Place in Proficiency Development

For many, the teaching of grammar is the biggest challenge in our profession's shift to teach for proficiency. Within this new paradigm, it is all about what learners can do with the language in various contexts rather than teaching to the order of the grammatical concepts as they appear in the textbook. Participants of this workshop will overview the research and leave with strategies and activities to put grammar in its proper place in teaching and assessment.

Organizer/Presenter(s):

Nicole Sherf, D.M.L., Salem State University, Salem, MA

Intended audience(s): High School & College **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish

12. Got Articulation? Designing Articulated Integrated Performance Assessment Tasks

Articulation is intentional curriculum and assessment design for language performance and proficiency goals between levels, buildings and schools. This workshop guides department chairs and teacher leaders to design tasks in the three modes of communication and develop specific Can-Do Statements for them, keeping Seal of Biliteracy goals in mind. We will explore Interpretive, Interpersonal, and Presentational mode tasks around a theme, articulated vertically for three levels of student engagement: Novice High, Intermediate Mid, and Intermediate High/Advanced Low. Participants receive examples and templates to bring back to their department in this hands-on, working session.

Organizer/Presenter(s):

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

Intended audience(s): Secondary (6-12) **Keyword:** Articulation

Language(s) spoken: English **Examples in:** Several

Thursday Pre-conference Workshops

Thursday, Three-hour Workshops, 1:30–4:30 p.m.

\$50

13. Grammar as a Concept in Context

Wonder how to start down the path to teaching grammar in context? We have the answer: By using authentic resources, authentic tasks, and a process of discovery. This interactive workshop will guide participants through the process of creating "grammar in context" lessons: accessing authentic resources that model the language structure; highlighting the structure; making predictions; testing hypotheses; and applying the structure through authentic tasks.

Organizer/Presenter(s):

Deborah Espitia, Howard County Public Schools, retired, Howard County, MD
Jay Ketner, Consultant

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French, Spanish

14. The Simplicity of Authenticity

We know all too well that assessment drives instruction and the horrors of teaching to the test. What if teaching to the test created an ideal world language learning experience, a learning experience that is standards-based, student-centered, encourages proficiency gains, and has measurable outcomes? The IPA model already leads with language and culture. Learn how to use the IPA model for daily instruction to propel proficiency upward and seamlessly weave authentic texts into your daily instructional practice. Learn how to design authentic, learner-driven activities and create environments that recognize and accommodate learner variability, packaged in authentic culture while also incorporating the global themes across all proficiency levels.

Organizer/Presenter(s):

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

Intended audience(s): PreK-12 **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish

15. Leveling Up: Unleash Your Students' Growth in Proficiency

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, Greenfield, MA

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French, Spanish

Thursday, February 7, Three-hour Pre-conference Workshops, 1:30–4:30 p.m.

\$50

16. Courageous Conversations in the World Language Classroom

Using carefully selected authentic media drawn from pop culture, current events, and student lives, world language teachers can engage students in learning that counters racism, xenophobia, homophobia, and other forms of discrimination. Through highly participatory methods grounded in SLA theory and comprehensible input, the presenters will demonstrate how to engage students through the three modes of communication while developing the knowledge, skills, and ethical disposition of a global citizen.

Organizer/Presenter(s):

Kevin LaMastra, Linden Public Schools, Linden, NJ

Rocio Horzepa, Linden Public Schools, Linden, NJ

Intended audience(s): Secondary (6-12) **Keyword:** Culture/Literature

Language(s) spoken: English **Examples in:** Spanish

17. Lost in Translation: Activating the Interpretive Mode

They read it, but how do we know the students understood it? They listened, but now what? Almost all of our standards ask that students demonstrate understanding of text, print, and audio resources, and the push is on to integrate authentic resources as quickly and as often as possible. How do we help our students work with and understand these materials, most of which are not constructed with language learners in mind? In this workshop, participants will explore how to develop tasks that engage students, build confidence, pave the way for proficiency growth, and provide evidence of understanding.

Organizer/Presenter(s):

Greta Lundgaard, Consultant, Dallas, TX

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Several

19. Two by Two: Moving Along the Proficiency Continuum

Pair work is one of the most effective strategies in giving students the speaking ability they want. In addition to being a highly effective engagement strategy, it allows students to practice in a less exposed setting and provides them many more opportunities to speak than in a teacher-dominated environment. This session establishes what good pair activities look like and how we should go about effectively implementing them. Attendees will experience several pair activities, debrief about them, and will be directed to resources that can be accessed for use in their own classrooms.

Organizer/Presenter(s):

Greg Duncan, Consultant, InterPrep

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** English

20. Authenticity in Action: Studying Real Women in the German Curriculum

Discover fun, engaging lessons with a focus on significant history-making women across the span of German history, from Hildegard von Bingen to Angela Merkel. Join us as we continue the journey to create culturally authentic, gender-balanced, and thought-provoking curricular experiences for our students. Proven lessons from Novice through Intermediate course content provide the inspiration for hands-on learning in this workshop, including: dynamic profiles of famous women throughout history; Merkel's role in Germany and the world; a comparison of women's rights in German-speaking countries' constitutions; and the struggle for women's suffrage in Switzerland in the 1970's. Participants receive classroom-ready materials: authentic interpretive and presentational tasks, and assessment tools.

Organizer/Presenter(s):

Christopher Gwin, University of Pennsylvania, Philadelphia, PA

Ester Eichler, Abington Senior High School, Abington, PA

Margaret Gonglewski, Ph.D., George Washington University, Washington, DC

Intended audience(s): High School & College **Keyword:** Curriculum

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

Thursday: Other**21. State Leaders Meeting**

This is a closed meeting for leaders of state associations.

22. Board of Directors Meeting

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

Friday, February 8

Friday, February 8, Early Morning

100. Mentor Scholarship Winners Meet and Greet, 7:15–8:15 a.m.

This is a closed meeting for Mentor Scholarship Program participants.

Friday, February 8, Session 1, 8:30–9:30 a.m.

101. Best of ME: tbd

TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

102. Best of GWATFL: tbd

TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

103. What's My Next Line? Moving Our Learners to Independence

Are you a helicopter teacher? Do you help learners too much? It's important for students to learn from mistakes, but what about the flip side? To move our learners from merely performing tasks to building proficiency and developing independent production is an overarching goal. Are your routines and strategies unintentionally keeping students from progressing to independent practice? This interactive session will address these questions and more as we focus on ideas that move learners from dependence to independence.

Organizer/Presenter(s):

Greta Lundgaard, Consultant

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** English

104. Reducing Student Stress through a Standards-Based Approach

School avoidance, anxiety, and stress are major obstacles to student success in today's classroom. What can we do in our classrooms to break down these barriers? In this session we will explore strategies for designing assessments, creating rubrics, giving feedback, and communicating with empathy to empower our students. A standards-based approach allows us to develop proficiency and mastery while being flexible and adapting to our students' social and emotional needs.

Organizer/Presenter(s):

Jason Caputo, Ridge High School, Basking Ridge, NJ

Jennifer Kang, Ridge High School, Bernards Township, NJ

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** English, Italian, Spanish

105. Authentically Elementary: Use of Authentic Resources in K-8 Language Learning

Incorporating authentic resources into instruction for younger, Novice learners can be challenging. In this session, participants will explore specific authentic resources that have been tested in elementary and middle school classrooms. Participants will have the opportunity to view such resources, and the scaffolding and learning activities that helped to successfully engage students with them. These resources will be shared electronically so you can leave with ideas for next week's classes. The examples will be in Spanish, but the ideas and concepts can be transferred to any language.

Organizer/Presenter(s):

Rebecca Aubrey, Ashford School, Ashford, CT

Intended audience(s): PreK-8 **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish

106. Dyslexia and the Foreign Language Learner

This workshop will teach world language educators best practices in interventions and strategies that address the needs of students who have a severe reading/writing disability or dyslexia/dysgraphia. It will include a list of assisted technology/online programs that help students learn and spell vocabulary with accuracy, as well as strategies for reading comprehension that focus on speaking and listening from the first day to help them gain fluency.

Organizer/Presenter(s):

Maria Santiago, Somerset County Vocational and Technical Schools, Bridgewater, NJ

Intended audience(s): Secondary (6-12) **Keyword:** Diversity

Language(s) spoken: English **Examples in:** French, Spanish

107. If It Isn't "Real," It Isn't Part of the Curriculum

Join us for a conversation around the work one district is doing to update curriculum to maximize opportunities for authentic learning experiences. Essential questions, thematic units, and backward design, built on a foundation of the 5 C's, form the key elements of authentic units of study. Focusing on the interpretive mode, presenters will share how one district is updating/revising its "reading, listening, and viewing" experiences and comprehension activities to ensure authentic learning opportunities that help students reach identified learning targets. Presenters will share interpretive samples from a variety of units and lessons across the languages and levels taught in the district. Presenters will also highlight examples that incorporate the use of 21st-century skills.

Organizer/Presenter(s):

Rita Oleksak, Glastonbury Public Schools, Glastonbury, CT

Megan Villanueva, Smith Middle School, Glastonbury, CT

Intended audience(s): PreK-12 **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** Spanish, French, Russian, Chinese

108. Authentic Cultural Exploration and Self-Expression

Students learn a foreign language not just to master the language itself, but also because they are intrigued by its culture. Making the target language's culture appealing and related to students is especially important in the classroom. Giving students self-expression opportunities while engaging them with the target language culture is an effective way to do that. Self-expression allows learners to bring personalities, backgrounds, and experiences into their understanding of connections among cultures. The presenter will use Chinese zodiac and Chinese folklore as examples to show how teachers can relate authentic culture to language learners through self-expression activities. Secondary school student sample work will be shared.

Organizer/Presenter(s):

Hui Chen, Ph.D., Oneida-Herkimer-Madison BOCES, New Hartford, NY

Intended audience(s): Secondary (6-12) **Keyword:** Connections/Comparisons

Language(s) spoken: English **Examples in:** English, Chinese

109. Escape Rooms: Authentic Language Unlocks the Excitement in Your Classroom

Rethink the way your students interact with language. Escape rooms bring a popular phenomenon to the world language classroom. This introduction to escape room activities will show how students can use authentic resources to solve real-life problems using the target language. These interactive activities reinforce critical thinking, teamwork, and complex problem solving, and can easily be adapted for use in any language, at any level. Learn what the excitement is about and leave with ready-made games available in Spanish, French and German.

Organizer/Presenter(s):

Chrissy Roe, Spain Park High School, Birmingham, AL

Hannah Joseph, Spain Park High School, Birmingham, AL

Intended audience(s): PreK-12 **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish, French, German

110. Global Competence through Authentic Resources and Meaningful Tasks

As world language educators, we help our students develop language skills and intercultural competence to become active and confident participants in a globalized world. Authentic documents and media are effective resources for this mission. This session will present concrete examples of such resources from "Contemporary French Society through its Media," an advanced-level French conversation and composition course. Building blocks of this course are constructed using backward design, in alignment with national standards. This session will demonstrate how you can choose media artifacts and then construct a lesson or a variety of tasks that motivate students, engage them in cultural-critical thinking, and offer meaningful communicative practice in a variety of modes.

Organizer/Presenter(s):

Chantal Philippon-Daniel, University of Pennsylvania, Philadelphia, PA

Intended audience(s): High School & College **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French

111. Exhibitor Session: ALIRA and Assessing Interpretive Reading in the Latin Classroom

ALIRA, the ACTFL Latin Interpretive Reading Assessment, is a tool for Latin teachers to assess their students' progress along the proficiency continuum. ALIRA is the only proficiency-based assessment tool available for Latin teachers. Participants will explore the concept of measuring proficiency and how that differs from other assessment tools teachers utilize. Participants will learn how to make use of the proficiency data they will receive from ALIRA, and how they can use that to plan learning activities to help their students advance their proficiency skills.

Organizer/Presenter(s):

Sherwin Little, American Classical League

Mark Pearsall, Glastonbury High School, Glastonbury, CT

Intended audience(s): PreK-16+ (all) **Keyword:** Assessment

Language(s) spoken: English **Examples in:** Latin

112. Exhibitor Session: Simulating Authenticity: Intercultural Learning in Immersion Classrooms

Despite efforts to implement culturally sensitive information in the teaching of world languages, intercultural awareness remains a topic fraught with tensions. Taking a cue from immersive classroom pedagogy, this workshop focuses on the process of authentic language learning, going beyond simplistic models of applying linguistic rules and phrases. It discusses ideas about how to simulate authentic contexts in which students of world languages can incorporate aspects of intercultural awareness as a key element in understanding the target language and culture. Presenters will show first-hand strategies and everyday examples of intercultural learning, and participants will learn how to sensibly discuss cultural differences and similarities in order to avoid intercultural misunderstandings.

Organizer/Presenter(s):

Elena Alston, Goethe-Institut New York

Intended audience(s): High School

Keyword: Diversity

Language(s) spoken: English

Examples in: English, German

113. Exhibitor Session: Authentic Spanish Resources that Build Proficiency: Spanish 1 through AP

This session explores the use of different types of authentic resources in the Spanish classroom to build proficiency at all levels and with all students. The presenter will introduce examples of video, audio, and print authentic resources, and together we will discuss ways to support many types of students with appropriate tasks for both language and culture study. We will also focus on instructional strategies that make the use of these authentic resources effective. Teachers will experience several authentic resources and will benefit from sharing ideas and best practices around level-appropriate tasks and instructional strategies so that they are equipped to use authentic resources in their own classrooms.

Organizer/Presenter(s):

Mary Smeby, Pearson, Inc.

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

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: Spanish

114. Authentic Learning: High-Leverage Teaching Practices From K-12

We know that research-based practices are effective across grade and performance levels, but what do those practices look like in elementary, middle, and high school? This session, led by a pair of educators with deep experience across K-12, will focus on the high-leverage teaching practices as featured in "Enacting the Work of Language Instruction" (Glisan & Donato), at different developmental levels. Participants will be able to articulate how high-leverage teaching practices look at different developmental levels, identify learning strategies to spiral through K-12, and rehearse and debrief a practice to apply in their instruction. This session serves to inspire and empower teachers for continued professional growth to develop student proficiency in the three modes of communication.

Organizer/Presenter(s):

Dawn Carney, Arlington Public Schools, Arlington, MA

Kaitlin Robinson, Lawrence School, Brookline, MA

Intended audience(s): PreK-12

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: Spanish

115. Mead Collaborative

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

Organizer/Presenter(s):

Deborah Espitia, Howard County PS, retired, Howard County, MD

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

116. Collaboration Across States, Disciplines, and Students: A German STEM Weekend

What happens when K-16 language teachers and learners, engineering faculty, and German companies plan a collaborative STEM-focused German weekend, including an immersion day for high school students, teacher workshops, a career day, and a colloquium for international engineering education? Presenters share lessons learned, outcomes, and event planning tips. Focus includes how to plan large events, how to integrate STEM, and how to keep students immersed for a weekend.

Organizer/Presenter(s):

Cindi Hodgdon, Conval High School, Peterborough, NH

Niko Tracksdorf, Ph.D., University of Rhode Island, Kingston, RI

Intended audience(s): High School & College

Keyword:

Connections/Comparisons

Language(s) spoken: English

Examples in:

German

117. Bridging the Distance: Authentic Learning in the Distance Learning Classroom

This session focuses on using a learning management system to bridge the gap between classes in a distance learning lab and to create meaningful authentic learning opportunities when the students and teacher may not be in the same classroom. Participants will leave with concrete classroom examples of how teachers create a virtual classroom to provide a sense of connection across the schools and to assess their students' language performance using proficiency-oriented rubrics. Presenters will provide examples from the learning management system Schoology, but examples can be applied to other learning management systems as well.

Organizer/Presenter(s):

Holly Schnittger, Thomas McKean High School, Wilmington, DE

Christopher Wendel, Middletown High School, Middletown, DE

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

Keyword:

Technology

Language(s) spoken: English

Examples in:

Italian and French

Friday, February 8, Session 2, 10:30–11:30 a.m.

120. Best of MA:

TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

121. Panel Discussion: Authentic Resources

What is your definition of authentic resources? How can we identify appropriate texts and how can we use them effectively during instruction? The panelists will share their insights, experiences, and sources of authentic materials that make learning both interesting and meaningful to learners. They will answer questions and engage attendees in an interactive discussion.

Organizer/Presenter(s):

Leslie Grahn, Howard County Public Schools, retired, Clarksville, MD

Cheri Quinlan, Toms River Regional Schools/NJ DOE, retired, Toms River, NJ

Intended audience(s):

PreK-16+ (all)

Keyword:

Instructional strategies

Language(s) spoken:

English

Examples in:

Several

122. The Best Language Teacher Might Be Right Next Door

Despite a growing emphasis on teacher effectiveness, teachers struggle to identify what they don't know about authentic language teaching. Looking for quick-fix strategies, Monday morning activities, and ready-to-use resources often leaves those teachers scrambling for new solutions every year. This session will outline a series of concepts from successful classrooms that will change the approach to teaching. Picture and video examples from the classrooms of the 2017 ACTFL Teacher of the Year and her colleagues will bring those concepts to life in this session, which will leave participants inspired to make real changes in their classrooms that will lead to authentic language learning.

Organizer/Presenter(s):

Katrina Griffin, North County High School, Glen Burnie, MD

Thomas Sauer, National Foreign Language Center, College Park, MD

Intended audience(s):

PreK-16+ (all)

Keyword:

Instructional strategies

Language(s) spoken:

English

Examples in:

Several

123. Beyond Binary Gender Roles in the World Language Classroom

This interactive session will broach the topic of the fluidity of gender roles, identities, and expressions through authentic and contemporary Spanish, French, and Italian movies. After a brief examination of the meaning and the language associated with these concepts, presenters will engage participants in how to design activities that promote higher-order cognitive skills, challenge students to engage in analyzing, evaluating, and synthesizing, and that foster critical thinking skills. Participants will walk away with tools and ideas that will promote social justice and encourage inclusion in the world language classroom.

Organizer/Presenter(s):

Liliane Dusewoir, Boston University, Boston, MA

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

Marta Villar, Ph.D., Boston University, Boston, MA

Intended audience(s): Four-year College/University **Keyword:** Diversity

Language(s) spoken: English **Examples in:** Spanish, French, Italian

124. Linking Grammar and Culture Learning by Using Authentic Texts

Textbooks routinely offer a prescribed progression of grammatical features linked to particular content. This workshop will focus on using authentic materials to support and expand on these predetermined connections by treating texts as linguistic and cultural sources for the explicit teaching and learning of grammatical phenomena. The participants will learn how to uncover linkages between a text's communicative goals, its culturally determined rhetorical organization, and specific grammatical elements conventionally employed by native speakers to achieve the communicative goals. We will explore criteria for choosing linguistically appropriate authentic texts for classroom use and see examples of tasks aimed at developing students' grammatical competence within culturally based textual norms.

Organizer/Presenter(s):

Olga Liamkina, Ph.D.

Intended audience(s): High School & College **Keyword:** Materials

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

125. Indigenous Peoples in the Spanish Language Classroom

Barbacoa, camote, Hatuey, Evo Morales, Standing Rock, even JLO and Pitbull. Food vocabulary, current political movements, popular dance music, film, and literature. Indigenous influences and cultures are reflected throughout the Americas. They are key factors in shaping both the the historical and current Latin American experience. The Tainos (Caribbean), Mapuche (Chile), Aymara (Bolivia), and Huichol (Mexico), to name a few, are often left out of Spanish language curriculum. In this interactive workshop, participants will experience how I incorporate the indigenous experience into my Spanish language classes using culturally authentic materials with activities that align to the 5 C's, and help students improve their critical thinking and cultural competency in the target language.

Organizer/Presenter(s):

Abigail Cleary, Lansing High School, Lansing, NY

Intended audience(s): High School & College **Keyword:** Culture/Literature

Language(s) spoken: Spanish **Examples in:** Spanish

126. Departmental Authenticity: Developing a Language Department that Cooperates

ACTFL has identified the four characteristics of a successful language department: A long sequence, focused on one language, meeting on a recurrent basis, delivered by a philosophically cohesive language department. This session studies the critical fourth characteristic, the element that is most elusive, and will provide specific guidance to teachers, supervisors, and administrators on developing a language department that cooperates.

Organizer/Presenter(s):

John De Mado, John De Mado Language Seminars, LLC

Intended audience(s): PreK-16+ (all) **Keyword:** Articulation

Language(s) spoken: English **Examples in:** Spanish, French, Italian

127. Teaching Chinese through Authentic Idiom Stories

This session will present an interesting and unique approach for introducing advanced Chinese language learners to Chinese idiom stories, common Chinese sayings, Chinese allegories and proverbs, and contemporary Chinese internet language. The purpose of teaching idioms is to enrich student understanding of the cultural and historical origins of these phrases. It will also enable students to introduce these literary elements into their language development process and improve their overall fluency.

Organizer/Presenter(s):

Haning Hughes, Ph.D., United States Air Force Academy, Colorado Springs, CO

Intended audience(s): Four-year College/University **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** Chinese

128. Engage, Motivate, and Challenge Your Students to Increase Proficiency

Do you find yourself constantly trying to engage and challenge your students? Do you wish your students were motivated to learn and speak in class? Engage, motivate and challenge your students with activities that will inspire them to learn, keep them communicating, and increase their proficiency in the target language. We will share our top activities including games, speaking activities, assessments, and more. Many of the activities presented are conducted entirely in the target language and geared toward enhancing communication/proficiency. These activities will integrate the three modes of communication – interpersonal, interpretive, and presentational — in language instruction as described in the National Standards. Get fresh ideas to motivate your students and to assist them in increasing mastery in the target language.

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

Language(s) spoken: English **Examples in:** English, French, Spanish

129. #techlab

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, a tablet, or a mobile device and walk away with a new app or with an innovative tech-infused lesson for your students. All languages and tech skill levels are welcome!

129. #techlab Table 1: Free Tech Tools

Learn how to use a variety of free tech tools to provide authentic learning experiences and to create interactive language learning activities, virtual tours, guided tutorials, and more. These tools are perfect for outside of class activities or 1:1 learning. Attendees will have the opportunity to explore and use these tools during the session. Tools to be used include: Wizer.me, EdPuzzle, Nearpod, Vocaroo, and the Google Suite — Sites, Docs, Tour Builder, and Forms.

Organizer/Presenter(s):

Angela Berger, Pennsylvania Distance Learning Charter School, Wexford, PA
Robert Hall, Fairview School District, Fairview, PA

Intended audience(s): Secondary (6-12) **Keyword:** Technology

Language(s) spoken: English **Examples in:** French, Spanish

129. #techlab Table 2: Belouga: Learn about the World, with the World

Global collaborations break down barriers and give students a direct avenue to build intercultural competence through authentic connections. In this presentation, we will demonstrate how Belouga, an online global collaboration platform, provides K-12 foreign language teachers with the tools to introduce not only a language, but a culture as well, and connect their students with partners overseas.

Organizer/Presenter(s):

Tracy Brady, Ernie Davis Academy, Elmira, NY

Intended audience(s): PreK-12 **Keyword:** Technology

Language(s) spoken: English **Examples in:** French, Spanish

129. #techlab Table 3: Google Classroom and Virtual Collaboration: Perfect Together

Google Classroom will be used to engage students with intercultural opportunities that foster dialogue through virtual collaboration. Students are active partners who share in an accessible, creative atmosphere to develop their Spanish language proficiency and connect to their creative spirits, using 21st-century skills that are critical to college and career readiness. Participants will dialogue to create and share project links using assorted Google applications (Documents, Slides, and Forms) in Google Classroom. Virtual collaboration skills will be the focus, so as to promote the lifelong process of language and cultural acquisition in students' academic, professional, and personal lives, and in the globalized world.

Organizer/Presenter(s):

Christina Buck, Boonton High School, Boonton, NJ

Joseph Diaz, Boonton High School, Boonton, NJ

Intended audience(s): Secondary (6-12) **Keyword:** Technology

Language(s) spoken: English, Spanish **Examples in:** Spanish

129. #techlab Table 4: Quizizz: An Online Formative or Summative Assessment Tool

Quizizz is an online assessment tool that can be used for a formative quick check or a more structured summative assessment. The program allows teachers to create their own quizzes or borrow from other users, even allowing teachers to borrow from a variety of previous quizzes to create the ideal assessment tool. This tool can be completed as game in class or assigned as homework or classwork. Each quizizz is recorded in a report, with detailed information for each participant in terms of their score and which answers were correct or incorrect. Videos and pictures can be incorporated into the assessments and teachers can share their work with colleagues as needed.

Organizer/Presenter(s):

Samantha Christopher, Brooke Point High School, Stafford, VA

Intended audience(s): High School **Keyword:** Technology

Language(s) spoken: English **Examples in:** Spanish

129. #techlab Table 5: Cultural Journaling and Virtual Mapping

To create cultural competency through visual, written, and oral narratives, students explore authentic cultural material and geographical locations including Pablo Neruda's houses in Chile and Las Meninas around Madrid. Through mapping and route recording, students creatively elevate their journal writing and narrative experience in Spanish. This project facilitates students' complex and critical cultural engagement.

Organizer/Presenter(s):

Elizabeth Contreras, University of Pittsburgh at Greensburg, Greensburg, PA

Intended audience(s): High School & College **Keyword:** Technology

Language(s) spoken: English **Examples in:** Spanish

129. #techlab Table 6: Creating a Digital Portfolio with Seesaw

Have you been curious about what your Novice students can do with language? Try blending assessment with technology. It's a great way to show what language learners can do. Come see and hear how kindergarteners spent a year documenting various language skills using Seesaw on their iPads.

Organizer/Presenter(s):

Marissa Coulehan, The Dalton School, New York, NY

Intended audience(s): PreK-8 **Keyword:** Technology

Language(s) spoken: English **Examples in:** Spanish

129. #techlab Table 7: Personalizing Foreign Language Students' Learning with TES Teach

Technology gives teachers many choices when it comes to creating lessons and activities for students, but not all technology ensures successful delivery. After experiencing the TES Teach platform, I was impressed by the space it allowed me to create activities and to access, modify, develop, and adapt online content — all while engaging students. TES Teach makes it easy to plan, build, and deliver interactive lessons with personal content and content from YouTube, TES resources, and other digital media. Students can use TES Teach to create their own lessons and presentations on any topic. All participants in this Techlab, regardless of the language they teach, will create a digital and creative lesson using TES Teach.

Organizer/Presenter(s):

Iman Elahmadieh, Defense Language Institute Foreign Language Center, Augusta, GA

Intended audience(s): PreK-16+ (all) **Keyword:** Technology

Language(s) spoken: English **Examples in:** English, Arabic

129. #techlab Table 8: Student-Created Websites: An Example of Project-Based Learning

This presentation will describe the development and implementation of a website project which was completed by beginning and intermediate students of German at the University of Pittsburgh, and showcase some of the results. Students in the first four semesters of German language courses were asked to develop a website about their city to introduce it to potential German-speaking visitors. The website was an example of project-based learning as it gave students a realistic task and the freedom to choose their own approach to it. The presentation aims to show how such a project can be adapted for different levels of language and give students a sense of accomplishment not always associated with more traditional assignments.

Organizer/Presenter(s):

Viktoria Harms, Ph.D., University of Pittsburgh, Pittsburgh, PA

Intended audience(s): High School & College **Keyword:** Instructional strategies

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

129. #techlab Table 9: Engaging, Interactive, and Authentic Assessments

This session focuses on the principles, unique strengths, limitations, and practices of technology-enhanced assessment tools. Come to learn how to create thoughtful and sustainable assessment using innovative Web 2.0 tools. Presenter will share examples on how these authentic tools can be incorporated to assess students' language proficiency and intercultural competence. Participants will leave with a number of strategies to use in their own classrooms.

Organizer/Presenter(s):

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

Intended audience(s): High School & College **Keyword:** Assessment

Language(s) spoken: English **Examples in:** English

129. #techlab Table 10: Change the Way Your Students Learn

Discover how you can transform your lessons by using HyperDocs. What are HyperDocs? They are a digital form to deliver instruction that meets all students' needs. They're a transformative, dynamic, flexible, and personalized tool. They allow you more time to interact with your students. Students can learn at their own pace while you give them a push, a little nudge, and then watch them go. In this session, you will learn how to create a HyperDoc in five simple steps, and you will explore a few examples.

Organizer/Presenter(s):

Jeanine Karam, Belmont Ridge Middle School, Leesburg, VA

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French

129. #techlab Table 11: VR'T: Exploring Art in Virtual Reality

Jump into the world of famous painters and explore their art with a strong sense of immersion. Go inside and beyond Dalí's "Archaeological Reminiscence of Millet's Angelus," walk around Monet's colorful garden of "Water Lilies," make a fantastic journey into Van Gogh's "Starry Night" and "Night Cafe," discover Mengfu's "Autumn in Chiou and Hua Mountains," and more! Don't miss this #techlab with the opportunity to explore art in virtual reality.

Organizer/Presenter(s):

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

Intended audience(s): PreK-16+ (all) **Keyword:** Technology

Language(s) spoken: English **Examples in:** Several

129. #techlab Table 12: Class Presentations: Integrating Word Clouds, Concept Maps and QR Triggers

In this tech roundtable session we will show several example materials using word clouds and concept maps combined with QR triggers. The main idea is to illustrate new ways of making oral presentations in classroom. We are proposing different pedagogical models that integrate both digital and printed materials designed for K-12 world languages course.

Organizer/Presenter(s):

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

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

Intended audience(s): High School & College **Keyword:** Materials

Language(s) spoken: English, Spanish **Examples in:** Spanish

129. #techlab Table 13: iSpraak for Autonomous Speech Evaluation

Learning how to speak fluently with correct pronunciation and without anxiety is an undying mission for many world language learners. It brings great stress to learners as they progress to higher proficiency levels. Despite often being overwhelmed and wary at times, students are eager to learn how to speak effortlessly. However, a lack of speaking practice is often brought up as an issue in world language classrooms. This session will describe how a web-based application, iSpraak, helped students increase their opportunities to practice speaking and build their confidence. Students' response and feedback on the activity using iSpraak will be shared with the participants in the hope the participants can incorporate it into their own classrooms.

Organizer/Presenter(s):

Etsuko Snyder, Boston University, Boston, MA

Ayako Tanemura, Boston University, Boston, MA

Intended audience(s): High School & College **Keyword:** Technology

Language(s) spoken: Japanese **Examples in:** Japanese

130. Exhibitor Session: A Better Way to Vocabulary Acquisition

Core practices are revealing that show-and-tell does not get at the heart of vocabulary acquisition. Teachers are saying "No more!" to handing out vocabulary lists, displaying an image, and hearing that collective sigh from learners. In this session, participants will examine five instructional strategies and 15 applications that build vocabulary in context in the target language. (Even though I work with a publisher, this session focuses on strategies for acquiring vocabulary and not on our products.)

Organizer/Presenter(s):

Deborah Espitia, Wayside Publishing

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French, Spanish

131. Exhibitor Session: Using the Francophone World to Promote French Programs

The presenter will discuss resources disseminated by the AATF, including videos, webinars, and activities, that can be used to promote French locally. You can take advantage of local heritage sites, historical archives, and celebrations, all of which show that French is all around us and is not only a global language of the future, but also a key to our own history. Examples from previous and future AATF convention sites will be used.

Organizer/Presenter(s):

Jayne Abrate, Ph.D., AATF

Intended audience(s): PreK-16+ (all) **Keyword:** Culture/Literature

Language(s) spoken: French **Examples in:** French

132. Exhibitor Session: What's New at the AATSP?

AATSP programs promote the study of Spanish and Portuguese to your students. Come learn about the 2019 annual conference in San Diego, expansion of national examination opportunities, honor societies, publications, scholarships, and awards. Let's connect with each other and the community to promote Spanish and Portuguese. Local AATSP chapter members and SEAL representatives are featured. Win a free AATSP membership.

Organizer/Presenter(s):

Sheri Long, Ph.D., American Association of Teachers of Spanish and Portuguese

Intended audience(s): PreK-16+ (all) **Keyword:** Professional development

Language(s) spoken: English **Examples in:** Spanish, Portuguese

133. Preparing High School Students for the Seal of Biliteracy

The Seal of Biliteracy acknowledges students' aptitude in two or more languages, as well as the economic and social value of multilingualism in today's global society. Preparing students to attain this recognition entails purposeful teaching of the language and culture as well as students' active engagement in the learning process. In this session, presenters will guide participants in the analysis and discussion of lessons, portfolio protocols and video clips that expose students to high-level, expressive and authentic language models and texts, and their impact on students' work. By the end of the session, participants will have gained deeper insights into the characteristics of quality language learning models and their application to prepare students for the Seal of Biliteracy.

Organizer/Presenter(s):

Roser Salavert, Ed.D., Fordham University, New York, NY

Elisabeth Herrera, Herbert H. Lehman High School, Bronx, NY

Dana Szalkiewicz, Herbert H. Lehman High School, Bronx, NY

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** English, Spanish, Italian

134. Building and Maintaining a Collegial Network

Latin teachers face many unique challenges. Smaller classes often lead to combined years and levels. Many schools employ just one Latin teacher, limiting our options for collegial sharing within a department. We are often perceived to have "the best students," while the reality is that our classes are as diverse, if not more diverse, than modern language classes. We walk a fine line between maintaining academic rigor while needing to keep the program "fun" and relevant to maintain enrollment. This session builds on a 2018 NEC session attended by over 40 participants and is designed to promote and continue the collegial sharing of methods and issues commonly faced by Latin teachers. Presenters will solicit discussion topics prior to the session and will follow up.

Organizer/Presenter(s):

Michael Cave, Ph.D., Arlington Catholic High Schools, Arlington, MA

Maureen Lamb, Kingswood-Oxford School, West Hartford, CT

Intended audience(s): Secondary (6-12) **Keyword:** Communities/Workplace

Language(s) spoken: English **Examples in:** Latin

135. Building Novice Arabic Learners' Communicative Competence

This session addresses enhancing students' reading comprehension through news media, a fruitful source of authentic material that will grab Arabic language learners' attention and interest. Such material exposes students to real-life situations from the very beginning, which will motivate them and maximize their interest in learning. It also addresses teaching grammar and sentence structure through a communicative task-based approach, and using technology to facilitate students' learning.

Organizer/Presenter(s):

Laila Al-Sawi, The American University in Cairo, Cairo, Egypt

Iman Saad, The American University in Cairo, Cairo, Egypt

Intended audience(s): Adult/Professional **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** English, Arabic

136. Say What? Circumlocution for Survival

Language learners often find themselves in moments of frustration when they lack the vocabulary to communicate. Students must be taught how to survive authentic situations using their own strategies to effectively convey their thoughts. In this workshop, participants will be exposed to a variety of ways to engage students in circumlocution activities. Presenters will share examples and ask participants to play the role of students as they work through successful circumlocution techniques.

Organizer/Presenter(s):

Lisa Howard, Scotch Plains-Fanwood Public Schools, Scotch Plains, NJ

Carmela Lambert, Scotch Plains-Fanwood Regional School District, Scotch Plains, NJ

Intended audience(s): PreK-12 **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Italian, Spanish, French, Mandarin

Friday, February 8, Session 2: Other

137. LILL Networking Session (Informal) 11:30-12:30

This is a closed meeting for current and past ACTFL LILL participants.

Organizer/Presenter(s):

Intended audience(s): **Keyword:**

Language(s) spoken: **Examples in:**

Friday, February 8, Session 3, 1:00–2:00 p.m.

140. Best of VA: Increasing Access: Tools for Teaching Differently-Abled World Language Learners

How can I support and engage struggling learners? What strategies could help me reach learners with various abilities? In this interactive session, specialists in World Language and Specialized Instruction co-present to discuss common learning challenges in our World Language classrooms and model strategies and activities that will increase equitable access to all three modes of communication. Participants will leave empowered with better strategies, ready-made instructional resources, and customizable activities.

Organizer/Presenter(s):

Tanja Mayer-Harding, Alexandria City Public Schools, Alexandria, VA

Vivien DePeralta, Alexandria City Public Schools, Alexandria, VA

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish, German, English

141. Lead Powerful Learning

The best advocacy empowers us to be proactive in creating powerful learning. Focus on your arenas of influence and how to guide language learning, support every learner, and showcase learners' gains in proficiency. Apply high-leverage teaching strategies to boost learners' performance. Learn from successful examples of guiding learners to make global connections. Every educator is a leader for languages.

Organizer/Presenter(s):

Lisa Lilley Ritter, ACTFL and Springfield Public Schools, MO

Paul Sandrock, ACTFL

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** English

142. Can-Do: Designing Performance Assessments with Can-Dos that Work

In this session, participants will see how well-crafted Integrated Performance Assessments will yield specific, powerful Can-Do Statements for authentic language use. In this power hour we will explore 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): Secondary (6-12) **Keyword:** Assessment

Language(s) spoken: English **Examples in:** Several

143. The Immigrant Experience through Latin Music

Immigration between Latin America and the U.S. is one of the most debated topics on the national level, and it can be better understood when taught through Latin music. The news frequently covers immigration, but the political affiliation often affects the objectivity of the material. This workshop uses music in Spanish written by Spanish speakers as a tool to facilitate learning about immigration firsthand, directly from the perspective of popular Latino immigrants. Participants will explore recent songs and their corresponding music videos, while being led through hands-on and artistic collaborations during this interactive workshop. The method utilized is Maxine Greene's Aesthetic Education model, the "10 Capacities of Imaginative Thinking," taught at Lincoln Center Education.

Organizer/Presenter(s):

Beth Pachas, Joel Barlow High School, Redding, CT

Intended audience(s): High School & College **Keyword:** Instructional strategies

Language(s) spoken: Spanish, English **Examples in:** Spanish

144. Bridging the High School-College Gap With Authentic Materials

High school teachers provide a rigorous learning space to prepare students for the AP exam and college study, but often do not know how their students' college-prep work will affect their academic experience once they reach the university. A key to student success at both levels lies in understanding and facilitating the transition between high school and college through articulated curricula that focus on authentic texts. In an articulated 9-16 curriculum, instructors share authentic materials and tasks to develop strategies for students to approach increasingly difficult materials with greater autonomy.

Organizer/Presenter(s):

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

Christopher Gwin, University of Pennsylvania, Philadelphia, PA

Intended audience(s): High School & College **Keyword:** Articulation

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

145. Authentic Learning: Rights of Children and of the Disabled

This workshop will outline the steps and the methods involved in designing a curriculum that makes interdisciplinary connections between world languages and human rights initiatives. The presenters will discuss and share practical planning templates for lessons as well as sample lessons, sample assessment rubrics, and resources to enhance the students' experience. This will provide students with a vision and repertoire of vocabulary and structures to express themselves in real-life situations in the target language. They will develop an understanding of global and intercultural realities as related to the rights of children and of the disabled in Spanish- and French-speaking countries.

Organizer/Presenter(s):

Sarah Whittington, Education and Administrative Consultant, New York, NY

Melanie Millard, Scarsdale Middle School, Scarsdale, NY

Intended audience(s): Middle School **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** Spanish, French

146. Sketchnotes, Scribblestories, and Drawing for Proficiency in the Language Classroom

Drawing is an easy way to make language comprehensible. Even the quickest doodle can support student comprehension. Even rough, “ugly” drawings can be a TOOL to improve communication. In this hands-on session you will learn that ANY teacher can make quick drawings to engage students in the interpretive mode. This is applicable to storytelling, language structures, vocabulary, and culture. Take advantage of visuals to enhance student comprehension and to reduce teacher preparation time. The session also includes strategies involving student artwork as a support to demonstrate interpretive proficiency of authentic resources. These strategies do not require artistic ability or experience, only a willingness to try.

Organizer/Presenter(s):

Jim Ventosa, The McDonogh School, Owings Mills, MD

Intended audience(s): PreK-12

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: Spanish, Dothraki

147. Effective Use of Technology in Three Modes of Communication

This presentation will discuss technologies related to three modes of communication: interpersonal, interpretive, and presentational. Web tools will be programs, sites, and apps that can be found and used on computers or tablets to make students' learning easier, more interesting and efficient, and to promote collaboration. In each mode of communication, a couple of web tools will be presented to show how to use in different levels of Chinese courses with students' sample work of speaking/listening and reading/writing. Interpersonal: speaking recording sites, Flipgrid, Showme, Sock Puppets. Interpretive: Google related tools, Word Clouds, Kahoot Jumble. Presentational: Pic Collage, Book Creator, Adobe Spark Video.

Organizer/Presenter(s):

Wenjing Huang, Leman Manhattan Prep School, New York, NY

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

Keyword: Technology

Language(s) spoken: English

Examples in: English, Chinese

148. Capture Authentic Learning with Proficiency-Based Grading

Congratulations! You have transformed your instruction to include authentic resources and performance-based assessment. But, if you continue grading the same old way, you have not captured your students' authentic learning. Track your students' growth and communicate their progress toward proficiency with grading parameters that move beyond traditional categories like homework, quizzes, and tests.

Organizer/Presenter(s):

Jennifer Carson, Virginia Beach City Public Schools, Virginia Beach, VA

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

Keyword: Assessment

Language(s) spoken: English

Examples in: English

149. Research Roundtable

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.

149. Table 1: Beyond Landeskunde: Enhancing Multiple Literacies through Multimodal Projects

This presentation discusses an approach to going beyond a traditional understanding of “Landeskunde,” which has often been limited to rather isolated information about cultural, geographic, and regional facts pertaining to the German-speaking world. In order to do so, students at two institutions analyzed and interpreted travel literature through multimodal mapping. Pilot studies were conducted in spring 2018 at institution 1 — a medium-size federal service academy — and fall 2018 at institution 2 — a small, private liberal arts university. In the presentation, we will share our unit plan, examples from the pilot studies of student data, student reflections, and initial results that demonstrate how multimodal, interactive reading and writing projects enhance multiple literacies.

Organizer/Presenter(s):

Diane Richardson, Ph.D., US Military Academy West Point, West Point, NY

Kristin Lange, Elon University, Elon, NC

Intended audience(s): High School & College **Keyword:** Materials

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

149. Table 1: Integrating Literature as a Language: Teaching Material in the Arabic Classroom

This paper is a review of how literature can be integrated as a language teaching material in Arabic classes. Teaching literature in language classes used to be from the early grammar “Translation Method to Communicative Language Teaching” (CLT) era. We will discuss the reasons for the demise and resurrection of literature as an input for language classes. What are the reasons for and against the use of literature in language classes? We will review the past and current approaches to teaching literature in world language classes.

Organizer/Presenter(s):

Fatma Turky, Muhlenberg College, Allentown, PA

Soad Shindy, Community College of Philadelphia, Philadelphia, PA

Intended audience(s): High School & College **Keyword:** Culture/Literature

Language(s) spoken: English, Arabic **Examples in:** English, Arabic

149. Table 2: Engaging Modern Language Teachers in Questions of Culture and Diversity

This narrative inquiry explores how modern language teachers at one independent school incorporate culture and diversity into their teaching. Research suggests (Drewelow & Mitchell, 2015) that a majority of second language students express an interest in learning about cultural content, yet studies (Al-Amir, 2017, Mills & Moulton, 2017) also point to a misalignment between students' and instructors' perceptions of the value of culture in modern language instruction. Studies suggest (Blum, 2012, Tharp, 2015) that diversity also has an influential role in the ways students and teachers can work collaboratively to inform learning and construct meaning. These perspectives may further support the interrelation of culture and diversity within second language curricula.

Organizer/Presenter(s):

Sheryl Dion, University of New Hampshire, Durham, NH

Intended audience(s): High School

Keyword: Curriculum

Language(s) spoken: English

Examples in: English, French

149. Table 2: Heritage Speakers' Experiences in a Language Education Program

This qualitative case study explores the experiences and challenges of Latino students who want to become Spanish teachers in two teacher education programs. Analysis of data from interviews, focus groups, and classroom observations during their academic program and student teaching shed light on issues that heritage speakers go through in order to better support their needs in the teacher certification process.

Organizer/Presenter(s):

Miguel Novella, Ph.D., Eastern Washington University, Cheney, WA

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

Intended audience(s): Post-secondary

Keyword: Research

Language(s) spoken: English

Examples in: English

149. Table 3: Comment enseigner la francophonie au niveau universitaire au 21ème siècle?

This presentation explores different strategies for integrating Francophonie into the teaching of the French language at the university level. We examine the challenges and rewards of a task-based approach, as well as several winning strategies. Our presentation will show how to integrate Francophonie in a fun way into the language course, thanks to the creation by students of "self-teaching" tools complementary to the textbook. This will allow us to achieve two goals: to show how these tools allow the student to approach and synthesize notions of civilization or culture that are sometimes difficult to grasp; to illustrate how these tools make it possible to work on learning new vocabulary, comprehension, and written and oral expression.

Organizer/Presenter(s):

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

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

Keyword: Instructional strategies

Language(s) spoken: French

Examples in: French, English

149. Table 3: Spanish Language: Didactic Applications of Demographics and History in the United States

The often-forgotten years of Spanish presence in vast parts of the United States' territory give us an excellent historic background to explain why those areas continue to attract the majority of the Hispanic population living in the country today, and can be used to create student-centered lessons that will allow our students to learn about those moments and the demographic trends while practicing the target language.

Organizer/Presenter(s):

Pablo Montoro Alonso, Pomfret School, Pomfret, CT

Intended audience(s): High School **Keyword:** Culture/Literature

Language(s) spoken: English **Examples in:** English, Spanish

149. Table 4: Analyzing the Discourse(s) of World Language Classroom Management

As effective classroom management relies on communication, the world language setting is of particular interest in that communication is the pedagogical objective and instructional approach. Previous research into teacher language use cites a trend of using the L1 for classroom management functions. Some educators describe the L1 as a more efficient, practical tool for mitigating undesired classroom moments. Others counter that using the L1 in everyday classroom management undermines the communicative goals of world language teaching and learning. This session will summarize an in-process research endeavor that seeks to better understand how we use the target language and the L1 in managing our classrooms.

Organizer/Presenter(s):

Courtney Harrington, The George Washington University, Washington, DC

Intended audience(s): Secondary (6-12) **Keyword:** Research

Language(s) spoken: English **Examples in:** French

149. Table 4: La Question du Harcèlement à l'école

Aborder la question du harcèlement à l'école au cours de l'apprentissage du français. This research takes the theme of bullying in school and uses a task-oriented approach to empower students with language strategies. Tackling a sensitive topic, students must draw from communication schemes at the basic social level in addition to the language proficiency level. Songs and poetry provide a space in which to explore these delicate topics.

Organizer/Presenter(s):

Lethuy Hoang, Ph.D., Springfield College, Springfield, MA

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: French **Examples in:** French

149. Table 4: French Colonialism in Secondary-Level French Textbooks

This is a presentation of research conducted within a master's program in intercultural communication. It is a qualitative analysis of the content of several common French textbooks used at the secondary level in regards to how the relationship between mainland France and francophone overseas departments, regions, and countries is addressed. This aim of this study is to discuss what is communicated to our students through the omission of an explanation of this relationship in some cases, and through both implicit and explicit messages conveyed in others. It addresses the impact of the content and discusses ways to support teachers in providing an authentic representation of this relationship in their classrooms.

Organizer/Presenter(s):

Maria Smith, Garrison Forest School, Owings Mills, MD

Intended audience(s): Secondary (6-12) **Keyword:** Research

Language(s) spoken: English **Examples in:** French

149. Table 5: Reflection and Self-Evaluation by Post-Secondary Teacher Educators

The role of reflection and self-evaluation in teacher education is well established. However, the same self-examination and reflection that we require of our developing K-12 teachers has valuable benefits to post-secondary educators, especially if they serve as role models in a teacher educator program. As teacher educators, it is contingent upon us to consider our pedagogy and our effectiveness in engaging with our future teachers. Participants will learn about the unique role that reflection plays in the professional development of post-secondary educators, hear the experiences of one post-secondary educator engaging in this activity, and have the opportunity to engage in discussion with other participants on this topic.

Organizer/Presenter(s):

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

Intended audience(s): Post-secondary **Keyword:** Research

Language(s) spoken: English **Examples in:** English, Spanish

149. Table 5: Investigating World Language Teacher Educators' Understanding of Intercultural Communicative Competence

The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication are a timely resource to the discussion on developing intercultural communicative competence (ICC). Teacher educators play an essential role in the implementation and integration of developing ICC. A key link in this learning chain is world language (WL) teacher education faculty and those who support WL teachers' professional development. Presenters will report their findings from a qualitative study of WL teacher educators selected from across the U.S. Participants will interpret and infer meaning from how WL teacher educators understand the concept of ICC and integrate it within teacher education programs. Participants will discuss ways teacher educators can integrate and assess ICC within teacher education programs.

Organizer/Presenter(s):

Kelley Webb, George Mason University, Fairfax, VA

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

Intended audience(s): PreK-16+ (all) **Keyword:** Research

Language(s) spoken: English **Examples in:** English

149. Table 6: Authentic Language in Spanish for Heritage Speakers Courses: Challenges and Opportunities

Even though Spanish for Heritage Speakers (SHS) courses have existed since the 1970s, especially in the Southwest, they now include more culturally and linguistically diverse students, contributing to new challenges and opportunities in the classroom. In this qualitative study, I present a literature review of SHS programs followed by empirical data. The latter were collected from in-class and out-of-class observations, and also from students' diaries, essays, and evaluations from four SHS classes taught in a Maryland four-year institution. In contrast to SHS programs located in regions with strong homogenous Hispanic presence in terms of nationalities of origin, the 44 Latino/as students observed in this study represented 17 different nationalities.

Organizer/Presenter(s):

Carolina Bown, Ph.D., Salisbury University, Salisbury, MD

Intended audience(s): Post-secondary **Keyword:** Diversity

Language(s) spoken: English, Spanish **Examples in:** English, Spanish

149. Table 6: Motivation and Identity in Heritage Speakers of Spanish

In this presentation, I will explore how motivation relates to identity in heritage learners of Spanish. For this reason, we analyze recorded data gathered from five heritage learners of Spanish in New York in connection with Dörnyei's (2005, 2009) L2 Motivational Self System. Male and female participants responded to a questionnaire about the ideal self, the ought-to self, and the learning experience. Next, they were interviewed about their relationship to the heritage language, their identity, and their learning experience. Qualitative analysis of the collected data reveals the ways that heritage language learners construct and negotiate their identity, and how sociocultural influences shape their motivation.

Organizer/Presenter(s):

Evangelia-Lydia Manatou, Graduate Center, CUNY, New York, NY

Intended audience(s): Adult/Professional **Keyword:** Communities/Workplace

Language(s) spoken: English **Examples in:** English, Spanish

149. Table 7: Vocational Orientation in Higher Education Curricula

Due to economic events as well as developments and decisions in the area of higher education policy, occupation-oriented elements have been increasingly integrated in university curricula since the turn of the millennium. This presentation shows empirical results addressing characteristics of occupation-oriented world language teaching and learning. In addition, it discusses the possibilities and potential of integrating occupation-oriented teaching elements in world language education curricula at university level.

Organizer/Presenter(s):

Matthias Prikoszovits, University of Vienna, Vienna, Austria

Intended audience(s): Adult/Professional **Keyword:** Curriculum

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

149. Table 7: The DNA of 21st Century Schools

A research roundtable on the best practices that facilitate innovation among students in Exemplar schools. Innovation: Preparing students to work and live successfully in a global world with a mindset in which intelligence and talents are developed over time (Couros, 2015; Zhao, 2012). Schools that implement 21st-century skills have gained recognition as exemplary models, as they prepare students for a globalized world. There was a need for quantitative and qualitative research in order to identify the role teachers, educational leaders, and administrators play in these innovative frameworks, so as to provide the educational field with specific tools to incorporate 21st century skills in the classroom, through leadership.

Organizer/Presenter(s):

Kerri Titone, Ed.D., North Shore High School, Glen Head, NY

Intended audience(s): Secondary (6-12) **Keyword:** Research

Language(s) spoken: English **Examples in:** English

149. Table 8:A Comparative Analysis: Online and Traditional Language Teaching and Learning

Online education has altered the landscape of language teaching and learning. My recent research focuses on the design and development of Spanish-language college teaching materials for online learners. I will share my experience and provide a comparative analysis of online versus face-to-face instruction, including benefits and challenges. I will also explore the role of students' motivations and attitudes.

Organizer/Presenter(s):

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

Intended audience(s): Four-year College/University **Keyword:** Research

Language(s) spoken: English **Examples in:** English

149. Table 8: A Heuristic Approach to K-16 Online and Offline Korean Classes

This presentation uses expert interviews and learners' survey results to discuss the advantages and disadvantages of online and offline classes. In particular, it examines four aspects: the curriculum, assessments, teaching content, and classroom management of Korean beginning on/offline classes. In addition, this presentation exposes the problems and concerns about online classes by analyzing the opinions of the instructors and the learners, as well as by discussing attitudes and perspectives toward the digital age. By reviewing the status of current online teaching, this presentation aims to encourage in-depth discussions about the hybrid format. This presentation concludes with suggestions on how to design curricula that maximize the effectiveness of the new hybrid environment.

Organizer/Presenter(s):

Hei Yoo, Ph.D., George Mason University, Fairfax, VA

Eunji Lee, Ph.D., University of North Carolina, Chapel Hill< NC

Intended audience(s): Post-secondary **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** Korean

149. Table 9: Spanish Language Variation Awareness through Multimodal Texts

This session focuses on the teaching and learning of language variation in a beginning collegiate Spanish class through digitally mediated multimodal texts, using the case of "voseo" in Argentina. This session will share with other educators the importance of encouraging language variation awareness through the use of multimodal materials, which leads to authentic learning. In part one, we will discuss language variation and its importance in teaching. In part two, participants will be led in an interactive demonstration of the use of this pedagogical sequence, as well as the authentic materials used. Next, research findings from students' perceptions will be presented, followed by teaching implications.

Organizer/Presenter(s):

Lorena Alarcon, Texas Tech University, Lubbock, TX

Intended audience(s): Four-year College/University **Keyword:** Research

Language(s) spoken: English, Spanish **Examples in:** English, Spanish

149. Table 9: Strategies to Enhance Second Language Acquisition through Social Media

During this roundtable session, participants will receive a current and detailed review of the uses of social media in the foreign language classroom and in what ways social media can be an effective tool in second language acquisition. Attendees will learn of specific strategies for different social media platforms to enhance second language learning through concrete examples and demonstrations. The social media platforms include Facebook, Twitter, and Instagram.

Organizer/Presenter(s):

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

Intended audience(s): Four-year College/University **Keyword:** Technology

Language(s) spoken: English **Examples in:** English, French

149. Table 10: Integrated Performance Assessments in Elementary Spanish Classrooms

In this research study, fourth-grade students completed and self-assessed three IPA tasks. The study was performed to gauge the appropriateness of IPAs at the elementary level and to investigate the relationship between teacher feedback and student self-assessment as part of the feedback loop. The research will show student performance across the tasks to reveal program-wide areas of strength and improvement as well as detail how feedback from teacher rubrics and student self-assessments was used to impact future performance.

Organizer/Presenter(s):

Adam Hamor, Tokeneke Elementary School, Darien, CT

Intended audience(s): Elementary **Keyword:** Assessment

Language(s) spoken: English **Examples in:** Spanish

149. Table 10: Critical Pedagogy in the Spanish Language Classroom

This presentation is based on research conducted in a traditional seventh-grade Spanish language classroom at an academically gifted public school in New York City. The teacher-researcher sought to explore standard language ideology and students' perceptions about Spanish varieties. More specifically, how students talked about, characterized, and positioned the Spanish varieties and its speakers. During the study, critical pedagogy practices were employed in order to raise students' consciousness around social justice issues related to the Spanish variety hierarchy. Although students initially adhered to a Eurocentric view by favoring the Castilian, they began to revise their beliefs and challenge the status quo.

Organizer/Presenter(s):

Rebecca Lee Ramirez, Ph.D., Hunter College High School, New York, NY

Intended audience(s): High School & College **Keyword:** Research

Language(s) spoken: English **Examples in:** Spanish

149. Table 11: Drafting National Standards for Heritage Languages

According to the U.S. Census Bureau, over 350 languages are spoken in the United States. Most of these are not taught in our public schools or universities, but through community organizations. Passionate volunteers charged with the mission of preserving the heritage and culture of their community, teach their native language to the children during Friday night and weekend sessions. At our table we will discuss the challenges of providing continuity to programs, writing appropriate national standards, and developing assessments for these programs. The presenters will share the progress to date on the development of the can do statements for Tamil, one the languages from India. We hope our efforts will guide others to create standards for their own heritage languages as necessary.

Organizer/Presenter(s):

Jaya Vijayasekar, Eastern Connecticut State University, Willimantic, CT

Siva Mariappan, Minnesota Tamil Schools, MN

Intended audience(s): PreK-16+ (all) **Keyword:** Assessment

Language(s) spoken: English **Examples in:** English, Tamil, Spanish

End of Research Roundtable

151. Exhibitor Session: Deutschlandjahr: Building Bridges across the Atlantic and across the U.S.

The German government's Deutschlandjahr USA/Year of German-American Friendship focuses on providing high-profile visibility of German language and culture in the U.S. The campaign, under the motto "Wunderbar together," is a collaborative initiative of the German Foreign Office celebrating our centuries-long relationship and showcasing a multifaceted, modern image of Germany focused on business and industry, politics, education, culture, and science. AATG is leading three national projects. Learn how to turn this national campaign into promotion of your German program.

Organizer/Presenter(s):

Keith Cothrun, American Association of Teachers of German

Intended audience(s): PreK-16+ (all) **Keyword:** Policy/Issues

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

152. Exhibitor Session: Meeting the Interculturality Can-Do Competencies with EMC's ¡Qué chévere!

Language is culture, culture is language. Provide students with an intercultural experience using EMC's ¡Qué chévere! 2nd edition. Access the rich, engaging resources in the text along with the plethora of media in i-Culture™, EMC's cultural immersion platform. Using these materials, provide students with a deeper understanding of cultural beliefs and perspectives to help them meet ACTFL'S Intercultural Communication Can-Dos.

Organizer/Presenter(s):

Kristin Hoffman, EMC School

Intended audience(s): Secondary (6-12) **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** English, Spanish

153. Exhibitor Session: Experience Deepening Discourse - Learner Centered Strategies that Work!

Come and experience what it is like to participate in Global Language Project's (GLP) Deepening Discourse Program, a year-long, world language teacher specific professional development program for tri-state area teachers. Get a sneak peek of what a Deepening Discourse session is like by attending a snapshot workshop on 'Learner Centered Strategies that Work.' In this session, attendees will experience a sampling of tasks in the three modes and gain insight into effective facilitation of a learner-centered classroom. Participants will leave the session with a resource guide of learner-centered strategies to encourage students to use language in meaningful contexts, as well as learn all the details of participating in GLP's Deepening Discourse program.

Organizer/Presenter(s):

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

Intended audience(s): PreK-12 **Keyword:** Professional development

Language(s) spoken: English **Examples in:** French

154. Exhibitor Session: Organize Authentic Language/Cultural Student Trips — Tips & Tricks

It's easy to understand why travel is the ultimate authentic language learning and cultural experience. Less easy to understand are the logistics involved with planning a student trip abroad. In this session, review the benefits of student travel and learn practical insider tips on how to organize your next student trip. Topics will cover the trip planning process from A-Z, including itinerary building, presenting the trip to parents/colleagues/school board, recruiting students, leading a trip, and incorporating your travel experience into classroom instruction. Participants will leave the session with a deeper understanding of the student travel industry as well as a newfound confidence and set of tools for organizing a language trip abroad.

Organizer/Presenter(s):

Anna Loganathan, Prometour Educational Tours

Intended audience(s): Secondary (6-12) **Keyword:** Culture/Literature

Language(s) spoken: English **Examples in:** English

155. Promoting Authenticity in Language and Culture Learning: Creating Project Modules

The presenters will showcase seven project modules (which are community-based, art-based, telecollaboration-based, heritage learners-focused, genre-based, multiliteracies-based, and place/geography-based) and have a discussion with the audience about building project-based learning repertoire. In this session, participants can: learn how to adapt, modify, and create their own authentic learning tasks or projects; obtain sufficient opportunities to experience language learning through project activities that can aid students in attaining well-balanced 5C goals for the 21st century; collaborate and contribute to the project-based teaching repository that will be available to colleagues in the field of world language education.

Organizer/Presenter(s):

Angela Lee-Smith, Yale University, New Haven, CT

Sybil Alexandrov, Yale University, New Haven, CT

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Korean, Spanish

156. The Challenge of Authenticity: A Genre-Based Approach

This panel aims to make recommendations about the contexts that inform language learning, teaching, and task design for the Greek L2 classroom, in relation to the hotly debated issue of “authenticity” and the development of literacies alongside linguistic competence. The two presentations in this panel will attempt to distinguish between notions of the “authentic” versus the “genuine,” examine the practice of adopting a genre-based approach, and offer models of materials design that address the linguistic and cultural diversities in Greek societies. Examples drawn from classroom practice that employs film and literature will demonstrate the importance of navigating the dichotomy between the obligatory richness of genuine input, on the one hand, and its comprehensibility, on the other.

Organizer/Presenter(s):

Elsa Amanatidou, Brown University, Providence, RI

Nikolas Kakkoufa, Ph.D., Columbia University, New York, NY

Intended audience(s): Four-year College/University **Keyword:** Materials

Language(s) spoken: English **Examples in:** English, Greek

157. Four Tech Tools for Four-Step Instruction: Films in Language Classrooms

Presenters will demonstrate the four steps to designing lesson plans and curricular units using films and technology. First, participants will explore the principles of these four phases: preparing, decoding, learning, and assessing. Then, they will experiment assignments with word clouds, videonot.es, Piktochart, and Kaizena, created to enhance linguistic and cultural understanding. Each step corresponds to a tech tool that helps students explore films from a linguistic and cultural point of view, and assess students' proficiency and cultural understanding.

Organizer/Presenter(s):

Ikuko Yoshida, Bennington College, Bennington, VT

Noëlle Rouxel-Cubberly, Ph.D., Bennington College, Bennington, VT

Intended audience(s): High School & College **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French, Japanese

158. Teacher of the Year Nominees Networking Session

This is a closed session for NECTFL Teacher of the Year nominees.

Organizer/Presenter(s):

Michael Bogdan, South Middleton School District, Boiling Springs, PA

Margarita Dempsey, Smithfield High School, Smithfield, RI

Friday, February 8, Session 4, 2:30–3:30 p.m.

160. Best of CT

TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

161. Panel Discussion: Integration of Culture, Content, and Language

How can our language classes be more than just a language class? Three presenters will explore theoretical underpinnings and its application in curriculum design and instruction as they explore how to integrate learning goals that address culture, content, and language. There will be an opportunity for attendees to interact with the panelists during the question/answer portion of the session.

Organizer/Presenter(s):

Thomas Sauer, National Foreign Language Center, College Park, MD

Nathan Lutz, Kent Place School, Summit, NJ

Bill Heller, SUNY Geneseo, Geneseo, NY

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

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: Several

162. Are We There Yet? Fantasy Trips in the Language Classroom

Virtual travel to museums, schools, markets, cities, countries — and even time travel — can provide students with opportunities for effective communication in the three modes. In this workshop, language teachers will explore the potential of fantasy trips for teaching language, culture, and content in the language classroom. Through a simulated virtual trip and by leveraging authentic materials and resources, teachers will learn about activities, realia, and other important lesson tips that will enable them to design a fantasy trip for their own students.

Organizer/Presenter(s):

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

Intended audience(s): PreK-12

Keyword: Curriculum

Language(s) spoken: English

Examples in: Spanish

163. Keep It in Context

Letting go of explicit grammar instruction can be tough, but ultimately this instructional shift leads to increased student engagement. By providing contextual support instead of rules, students gain proficiency. Build capacity in students through embedded readings, authentic resources, and students' own stories. As NYSAFLT delegates for ACTFL's Leadership Initiative in Language Learning, we delve deeply into the application of high leverage teaching practices. Explicit grammar instruction is a hard practice to change, but the delivery can have the greatest impact on student success and proficiency. The WHY is crucial to building investment in the WHAT of grammar in context. Improve motivation and engagement with authentic materials. Let language begin with literacy.

Organizer/Presenter(s):

Jenny Delfini, New Paltz CSD, New Paltz, NY

Beth Slocum, Genesee Valley Educational Partnership, Batavia, NY

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French, Spanish

164. Exploring Cultural Masterpieces is Like Making a Great Sandwich

Each world language has cultural components as part of its curriculum. During this hands-on session, participants will learn how to get students to want to explore more about art, music, literature, and theater, even if they "don't like art." Students will be able to identify and describe artists' styles in the target language, and grow an appreciation for the beauty others seek in museums. Don't skip that art unit to teach grammar — use it to get them talking, writing, reading, and listening to the period's cultural "sandwich." Using art as a stepping stone along the path of communication, and using this method of sharing certain masterpieces and why they "trended" in their day, makes art come alive. The day of the dry lecture must end. Bring your sandwich fixins and an appetite for something new.

Organizer/Presenter(s):

Effie Hall, Woodgrove High School, Purcellville, VA

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** German, English, Spanish, French

165. Un voyage au Maroc

This presentation focuses specifically on content rich, travel-based learning sequences built around the presenter's family trip to Morocco with a French-speaking Berber guide. Join teacher-traveler as she interweaves slides from her 2018 trip to Morocco with authentic documents and internet resources that focus on themes that vary from education to solar energy and quite a lot in between. There will a special focus on interpretive communication and on authentic documents whose information can then be used in interpersonal or presentational tasks. The importance of the 5 C's and the AP themes is evident in this creative, interdisciplinary approach to instruction that is sure to appeal to teachers and students of French.

Organizer/Presenter(s):

Theresa Montagna, Moorestown High School, Moorestown, NJ

Intended audience(s): High School **Keyword:** Materials

Language(s) spoken: French **Examples in:** French

166. Teaching Spanish with Children's Literature: Lessons from Chile

Inspired by the presenter's 5-month trip to Chile as part of the Fulbright grant, this workshop focuses on using authentic Chilean children's literature to teach middle school Spanish. Participants will learn specifics about Chilean children's literature and how to modify it to suit the needs of their students. Practical strategies to incorporate authentic books and other media will be discussed. Participants will receive two ready-to-use thematic units based entirely on Chilean children's books.

Organizer/Presenter(s):

Daria Pizzuto, Ph.D., William Annin Middle School, Basking Ridge, NJ

Intended audience(s): Middle School **Keyword:** Culture/Literature

Language(s) spoken: English **Examples in:** English, Spanish

167. Contemporary Poetry as Authentic Text

While the classical poetry of any language is often practically inaccessible to even native speakers today, the poetry of contemporary poets is written in the vernacular. As such, it can be a rich source of authentic texts for a content-based language course. Through reading and discussing contemporary poets and their works, as well as writing their own poems, students gain insights into changing contemporary cultures, while building on their competencies in all four skill areas. In this workshop participants will be given examples and demonstrations of the kinds of authentic language and culture learning materials and activities that can be derived from the works of contemporary Chinese poets and applied to an intermediate level language course, but that include ideas applicable to other languages.

Organizer/Presenter(s):

Ginger Lin, Bennington College, Bennington, VT

Intended audience(s): High School & College **Keyword:** Culture/Literature

Language(s) spoken: English **Examples in:** Mandarin and Chinese

168. The Power of Choice: Revamping Project-Based Learning

We will present project-based learning with an emphasis on creative ownership. Students are given a theme and are tasked with collaborating on a personalized product. Grouping and giving students freedom of expression gives rise to total engagement and growth-oriented motivation. We will take you on a virtual tour through a number of thematic projects to demonstrate the process step by step — from lesson plan design to student-led presentation. Specific examples of student work will be shown. Access to all materials will be uploaded to the conference portal. This workshop will provide innovative tools to revamp project-based learning. Seeking participants eager to embrace the cutting edge!

Organizer/Presenter(s):

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

Jacob Friedman, Great Neck South High School, Great Neck, NY

Intended audience(s): Secondary (6-12) **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** Spanish

169. Solving Puzzles to Improve Proficiency and Communication

This session will present dynamic, interactive, game-like activities in Spanish that include authentic materials, foster teamwork, and encourage all modes of communication. Designing breakout games offers opportunities for students to collaborate with peers, engage with authentic materials, and negotiate meaning. Multi-modality is the framework in designing the breakout games with authentic materials in textual, aural, linguistic, spatial, and visual modes. Participants will learn how to create games using authentic materials as mission tickets targeting the learners' proficiency. They will design clues — which may be presented digitally and physically and that are embedded in menus, articles, business cards, poems, or songs — for students to use to solve puzzles and achieve their Can-Do Statements.

Organizer/Presenter(s):

Luisa Piemontese, Ph.D., Southern CT State University, New Haven, CT

Elu Tu, Ph.D., Southern CT State University, New Haven, CT

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish

171. Exhibitor Session: Differentiation in the Latin Classroom

Explore opportunities to support the diverse learner populations and learning styles in your classroom. By understanding what differentiation is (and is not) and the key principles and mindset of differentiation, you will be empowered to help all students succeed. In addition to learning model strategies, there will also be plenty of great opportunities for sharing with other Latin teachers. This strategy-based session is sure to provide ideas and inspiration that will make an immediate impact on your classroom.

Organizer/Presenter(s):

Sarah Diczok-Vajtay, Pearson, Inc.

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** English, Latin

172. Exhibitor Session: Authentic, Fantastic, Pedagogic: These Are Our Main Goals

In this session we will present authentic classroom discourse for an active pedagogy in which the expression, the creativity, and the pleasure of the language is omnipresent. We will answer the following questions: How to leverage the energy of our students? How to optimize the interactions in the classroom? How to improve interpersonal communication skills at every level? We will work on tools and instructional strategies that meet the needs of our students and that address active listening and active participation. Be a happy learner discovering the francophone's world! For example, we will demonstrate how to teach proficiency through reading and storytelling, using the French writer Alexandre Dumas — author of "The Three Musketeers" and "The Count of Monte Cristo" — as an example. This session will be conducted in French.

Organizer/Presenter(s):

Patricia Trinquet, CLE International, Paris, France

Intended audience(s): Four-year College/University **Keyword:** Instructional strategies

Language(s) spoken: French, English **Examples in:** French, English

173. Exhibitor Session: “Hey ... I Got That!” Building Student Confidence with Authentic Resources

We know the value of using authentic resources, and of teaching vocabulary and grammatical structures in context. But have you said to yourself, “I found a wonderful authentic resource! Now, how can I make sure that my students can understand and learn from it?” We’ll address how to scaffold learning to build confidence and success in students’ communicative interaction with authentic resources. Experience activities that focus on what students can do, building proficiency in comprehension and communication. Participants receive a scaffolded lesson with resources, leveled for several proficiency ranges.

Organizer/Presenter(s):

Norah Jones, Vista Higher Learning

Parthena Draggett, Community School of Naples, Naples, FL

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Several

174. Exhibitor Session: Using Target Language Readers to Enhance Students' Proficiency

In this session, discover ways to increase your students' confidence in their reading skills using leveled readers in the target language. I will share routines and strategies for implementing the readers in your classroom to meet the needs of all learners, from the struggling to the advanced and heritage speakers. Discover activities to do before reading, while reading, and after reading. Make supplementary reading not only more enjoyable, but also more effective. Use with any language, any level.

Organizer/Presenter(s):

Cindy Tracy, World of Reading, Ltd.

Intended audience(s): PreK-16+ (all) **Keyword:** Culture/Literature

Language(s) spoken: English **Examples in:** Several

175. Mead Project: Mentoring and Networking Initiative

Are you interested in helping to support world language teachers? And how about in growing and strengthening the profession? If, so join us for this interactive session where we discuss our NECTFL Mead Fellow Mentoring and Networking initiative, where we will share the work completed within the past year, including the design and framework for our project, the support from our colleagues both within and beyond the state, and our next steps in this multi-tiered support system. Our scope will be to target those interested in world language teaching, those studying to be world language teachers, and those who are experienced world language teachers. Participants are encouraged to share their experiences and expertise in order to help us to best meet the needs of our mentors and mentees.

Organizer/Presenter(s):

Amanda Robustelli-Price, Enfield High School, Enfield, CT

Gina Gallo, Bristol Central High School, Bristol, CT

Intended audience(s): PreK-16+ (all) **Keyword:** Professional development

Language(s) spoken: English **Examples in:** English

176. Cultural Cues for Competent Communication

How can we nurture interest in the target language through culture? Knowledge of a language is not just restricted to the mastery of grammar, vocabulary lists, and texts. Successful language learning requires language users to explore the subtle layers of culture, scaffolding that language in order to achieve meaningful communication. This workshop will explore the many avenues for creative student work made possible through authentic materials and will aim to respond to the following questions: Why should we use authentic materials in world language teaching? What important factors to consider when selecting such material? How to provide exposure to living language through cultural content? Participants will leave with tangible products and a host of ideas to apply in their classroom.

Organizer/Presenter(s):

Georges Chahwan, Choate Rosemary Hall, Wallingford, CT

Intended audience(s): High School & College **Keyword:** Culture/Literature

Language(s) spoken: English **Examples in:** Arabic

177. Conversations about Art: Spontaneous Discourse in the Student-Centered Language Classroom

This session will focus on the intersection of art and poetry as a means of generating spontaneous discourse in the content-based world language classroom. Students at all levels will be shown interacting with works of art in order to: analyze and express opinions about the works, generate hypotheses, organically introduce new vocabulary, engage in Socratic conversations, and create original portraits and poetry based on their research. Through a series of videos and commentary by the presenter, attendees will have the opportunity to see students engaging in spontaneous discourse in a student-centered classroom with the teacher merely serving as guide. The activities presented will range from beginner to highly advanced. Examples will be in Italian; all videos will include subtitles.

Organizer/Presenter(s):

Kelly Paciaroni, Pearl River High School, Pearl River, NY

Intended audience(s): High School & College **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Italian

178. Writing Good Well: Getting Your Prose into Publishable Form

The session presenters (the editor of the NECTFL Review and two members of the editorial board) will give helpful suggestions to help you write publishable material. Using samples of good — and not-so-good — writing, they, with your input, will guide you toward avoiding typical problematic pitfalls; crafting coherent, cohesive text; and producing material worthy of submission for publication.

Organizer/Presenter(s):

Robert M. Terry, Editor, NECTFL Review, University of Richmond, retired, Richmond, VA

Jean W. LeLoup, Ph.D., United States Air Force Academy, Colorado Springs, CO

Ruth Supko Owens, Ed.D., Arkansas State University, Jonesboro, AR

Intended audience(s): PreK-16+ (all) **Keyword:** Professional development

Language(s) spoken: English **Examples in:** English

Friday, February 8, Session 5, 4:15–5:15 p.m.

180. Best of RI

Organizer/Presenter(s):

TBD

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

181. Best of NJ: Make Words Work for You

Vocabulary is a constant in language classrooms. But what are we asking our students to do with the words they learn? By focusing on proficiency as a goal for vocabulary learning, teachers can create interesting and meaningful opportunities for students to expand their lexicons and to better use the words they already know. Participants will leave with a set of tried-and-tested activities that they can use to empower their students and increase proficiency.

Organizer/Presenter(s):

Julia Koch, West Morris Regional School District, Chester, NJ

Joanna Servino, Prince William County Public Schools, Woodbridge, VA

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

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: French, Italian

182. The Digital Transition of World Language Assessments

As school systems integrate technology in classrooms to prepare students for the 21st century, many exam programs too are shifting to digital. Digital world language exams (DWLEs) can offer technology enhancements that not only benefit program sponsors through operational efficiencies but also benefit teaching and learning of world languages. In this session, we will discuss a draft implementation plan and benchmarks towards such a robust system-wide change, including the teacher supports needed for a successful multi-year transition of world language examinations administered in 500+ schools to 40,000+ language learners. Particular focus will be placed on strategies to support the teaching and learning of critical digital literacy skills for world language students including keyboarding. Challenges, opportunities, and lessons learned from digital demonstration projects will be shared. Participants will be encouraged to share their experiences with digital transitions in their classrooms.

Organizer/Presenter(s):

Dr. G. Anthony Benners, Ph.D., NYCDOE, New York, NY

Gui Tejada, Jian Liu, Erica Thomas, and Erica Doherty, NYCDOE, New York, NY

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

Keyword: Assessment

Language(s) spoken: English

Examples in: Chinese

183. Making Connections with the Target Language and the Community

Looking for a way to authentically integrate culture into your classroom? We will discuss how to plan trips to cultural events (movies, museums, a bakery, and a restaurant) and how to leverage native speakers in the community (a banker, a mother, a teacher aide, and students). We explain how to use technology to connect with native speakers who are not able to come to the classroom (Skype, WhatsApp voicemail). Having students come into immediate contact with native speakers from all over the world is a powerful motivator and authentically tests their ability to communicate in the target language. Each of these activities requires planning and a coherent connection to the curriculum. We discuss how to make them an integral part of any language program.

Organizer/Presenter(s):

Maureen Owens, Ph.D., Forest Hills High School, Forest Hills, NY

Jill Chen, Forest Hills High School, Forest Hills, NY

Intended audience(s): High School & College **Keyword:** Communities/Workplace

Language(s) spoken: English **Examples in:** French, Chinese, Spanish

184. Authentically Connected: Students Embracing Fair Trade through Cultural Resources

Embrace the ACTFL Core Standards through fair-trade, non-profit organizations and online resources that educate, empower, and connect Central Americans with U.S. students. Learn where to find free resources from around the world so students can experience cultures firsthand and have the opportunity to share what they learn with others. “Color the World” and your classroom with readymade lessons that you can incorporate into your Spanish classroom at all levels. Learn to cultivate an environment of empathy and compassion among your students and leave the session with the tools needed to introduce the concept of fair trade through this unique, authentic learning experience.

Organizer/Presenter(s):

Hannah Rae Joseph, Hoover City Schools, Hoover, AL

Chrissy Roe, Hoover City Schools, Hoover, AL

Intended audience(s): Secondary (6-12) **Keyword:** Connections/Comparisons

Language(s) spoken: English **Examples in:** Spanish

185. Focus on Proficiency, Coach for Performance

Proficiency is the ability to use language in the real world in a wide variety of situations, but how does that translate to the classroom? Experience strategies that are structured to require learners to perform at higher levels of proficiency in the interpersonal and presentational modes. Explore the role of accuracy in performance and identify the connection between language structure and functions. Examine models for giving targeted feedback on a learner’s performance.

Organizer/Presenter(s):

Laura Terrill, Independent Consultant

Intended audience(s): Secondary (6-12) **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** French, Spanish

186. Authentic Materials in French for Students with Learning Differences

Students with learning differences, whether mainstreamed or in special classes, can master many foreign language skills. French has special advantages because of its many cognates with English. This presentation will illustrate materials and techniques used for students with various learning differences. Topics will include travel, hotels and apartments, Francophone countries, and foods. The presenter will illustrate lessons based on web materials, and include examples of student work. The principles are also applicable to other languages. Participants will be invited to share the lessons and construct similar ones.

Organizer/Presenter(s):

Mary Helen Kashuba, SSJ, DML, Chestnut Hill College, Philadelphia, PA

Intended audience(s): High School & College **Keyword:** Instructional strategies

Language(s) spoken: English, French **Examples in:** French

187. What Works: Visible Learning and World Languages

What is the connection between research studies in learning and world language learning? In a 2008 meta-study, John Hattie popularized the concept of visible learning by comparing the effect sizes of many aspects that influence learning outcomes in schools. Is class size the difference, or is it a teacher's belief in her students? This session will explore the connections between Hattie's study of effect sizes and high-leverage practices in world language learning.

Organizer/Presenter(s):

Martin Smith, West Windsor-Plainsboro RSD, West Windsor, NJ

Rosanne Zepieri, West Windsor-Plainsboro RSD-retired, West Windsor, NJ

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French, Spanish

189. Exhibitor Session: Keep them Talking in the TL, the RLRA way!

Teachers from the Avery Coonley School in Downers Grove, IL will share strategies for facilitating 100% use of the target language for teachers AND students. Come learn about a fun and effective accountability system, tips for using engaging partner activities and tools that allow students to start speaking in the target language from day one. Participants will leave with a free sample lesson to try with their classes.

Organizer/Presenter(s):

Elizabeth Roberts, REAL LANGUAGE right away

Denise Clivaz, REAL LANGUAGE right away

Intended audience(s): PreK-8 **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French, Spanish, Mandarin

190. Exhibitor Session: The MLA International Bibliography: Research in SLA and Teaching

The divide between research and classroom practice in the world language teaching profession is often lamented. Researchers and language educators live concurrent existences that seldom cross paths, with world language educators constrained by curricular demands, and researchers publishing their findings for the academic community. The MLA International Bibliography can serve as an interface between academic research and classroom practice. As a research database containing thousands of citations on all aspects of SLA and world language teaching, the MLAIB is an easy-to-use resource for educators looking for academic research. Attendees will learn how to optimize searches in their areas of expertise and how to access material, all with an eye toward enhancing their teaching practice and professional activities.

Organizer/Presenter(s):

Emma Marciano, Modern Language Association

Greg Grazevich, Modern Language Association

Intended audience(s): High School & College **Keyword:** Research

Language(s) spoken: English **Examples in:** Several

191. Exhibitor Session: Passport: The Learning Platform that Gives All Students a Voice

Does your current program have the tools that integrate scaffolded oral proficiency-building activities into each unit's lessons? EMC's online learning environment, Passport, provides the instruction, practice, and assessment tools that put speaking front and center within a single sign-on interface. Be ready to learn, participate, share, and collaborate with this unique learning platform that gives everyone a voice.

Organizer/Presenter(s):

Liz Sacco, EMC School

Intended audience(s): Secondary (6-12) **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** Spanish

192. Exhibitor Session: Identity and Storytelling

Help kids find a place in the world so the world can be a better place. From the clothes one wears, to the languages one speaks, to the place where one grows up and experiences life - all are factors that contribute to one's identity. Social-emotional learning is the latest buzzphrase, and for good reason. Know thyself. That's a big ask, especially for young people today. Pulled in all different directions, they may be challenged with asking the right questions in general and of themselves in particular, and even more so with the space to examine the answers. In this session, the presenter will provide participants with an outline on which to build an activity that can then be taken back to the classroom as a springboard for discussion - about characters in stories, the community and the world.

Organizer/Presenter(s):

Jennifer Degenhardt, M.Ed., Puentes

Intended audience(s): Secondary (6-12) **Keyword:** Culture/Literature

Language(s) spoken: English **Examples in:** English

193. Using the National Latin Exam as a Teaching Tool

The presenters will introduce strategies for using the National Latin Exam all year long in the classroom. Thirty years of Latin exams provide a treasure trove of materials and questions that can be used in a variety of ways. From comprehension questions and sight translations to games and cultural review, there are many ways to effectively use the NLE in the classroom as a teaching tool. The attendees will have opportunities to comment, ask questions, and present their own ideas, as well as examine the results of the 2018 exam.

Organizer/Presenter(s):

Sue Robertson, National Latin Exam

Margaret Hicks, National Latin Exam

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** English, Latin

194. Keep Them Talking: Fun Games to Increase Language Proficiency

Come and join me to see 10 amazing games and activities to engage your students and keep them talking. Participants will leave with many ideas for interactive games and activities to use the next school day. See videos and pictures of these activities in action. Handouts will be provided. In English with examples in Arabic, and of special interest to elementary, middle school, and high school teachers.

Organizer/Presenter(s):

Belal Joundeya, Friends Seminary School, New York, NY

Intended audience(s): PreK-12 **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** English, Arabic

195. Effectively Planning Differentiated, Student-Centered Instruction

This training is designed for world language teachers of Spanish, during which each participant will experience a differentiated classroom using multi-level instructional strategies and a planning model for all students within a single framework. The participants will be able to observe different ways of teaching the same topic based on students' needs. They will be able to identify which are the variables for the development of differentiated centers.

Organizer/Presenter(s):

Rosa Moreno, Infinity Institute, Jersey City, NJ

Intended audience(s): PreK-8 **Keyword:** Instructional strategies

Language(s) spoken: Spanish **Examples in:** Spanish, English

196. Bad News from Nature: Franz Hohler's "Weltuntergang"

Franz Hohler's ballad "Der Weltuntergang" is a linguistically accessible text on the IM level addressing sustainability, ecocriticism, and STEM topics. The performance by Hohler will be used to model and practice interactive listening skills. An advance organizer, the text (with glossary), and various pedagogical strategies and aids will be introduced, discussed, and distributed to facilitate the students' interactive reading, their comprehension, vocabulary acquisition, and the receptive and active production of the text. A discussion of ecological and environmental questions will be followed by poster/ presentations by students on sustainability issues. Participants will leave with replicable materials and strategies.

Organizer/Presenter(s):

Rosmarie Morewedge, Binghamton University, SUNY, Binghamton, NY

Intended audience(s): High School & College **Keyword:** Instructional strategies

Language(s) spoken: English, German **Examples in:** English, German

Friday, February 8: Other

197. Awards Photography 5:00–6:00 p.m.

This is a closed session for 2019 NECTFL award winners.

198. NECTFL Awards Ceremony and Reception (6:00-7:30)

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

Saturday, February 9

200. NADSFL/NCSSFL Breakfast 7:00-8:00

This is a closed meeting of NADSFL and NCSSFL. Please RSVP prior to the conference.

Saturday, February 9, Session 6, 8:00–9:00 a.m.

201. Best of NH

TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

202. Moving from Unit to Lesson Plan to Create Authentic Learning

Although many schools develop new curricula, they often leave gaps in key information that teachers need to develop daily lesson plans for authentic learning. Each day's lesson is an opportunity for learners to build knowledge, skills, and confidence that will eventually lead to an ability to apply what they have learned, first in formative and summative performance assessments and eventually in authentic, real-life situations. Drawing from a variety of examples and program models, participants will learn how to deconstruct unit Can-Do Statements, which align with the revised NCSSFL-ACTFL Can-Do Statements, into bite-size chunks to guide daily lessons and develop a sequence of activities that provide feedback to the learner and instructor.

Organizer/Presenter(s):

Thomas Sauer, National Foreign Language Center, College Park, MD

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

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: Several

203. Tackling Social Justice Topics through Digital Games

Digital games are being recognized as new contexts, spaces, and means for language learning. During this session, participants will discover social impact games about real-world issues, explore communicative wrap-around activities that make gameplay meaningful and relevant to the language learning process, and brainstorm ideas for gamifying a lesson, a unit, or an entire curriculum. Bring your own technology and gamer attitude!

Organizer/Presenter(s):

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

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

Keyword: Technology

Language(s) spoken: English

Examples in: Several

Saturday, February 9, Session 6, 8:00–9:00 a.m.

207. Effective Strategies from the National Language Teacher of the Year

Spend an hour in the classroom of the ACTFL National Language Teacher of the Year and experience language learning that engages and motivates students. Acquire strategies to connect language and culture, develop learners' collaboration and critical thinking, and showcase growth in language performance. Discover how the Teacher of the Year weaves the World-Readiness Standards for Learning Languages, Can-Do Statements, and effective assessment strategies into effective language learning. Be inspired with creative ideas and effective strategies that are ready to apply and adapt for any language and any level.

Organizer/Presenter(s):

Paul Sandrock, ACTFL
National Teacher of the Year, ACTF

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** English

208. Throwing Out the Textbook: Backward Design With Authentic Materials

This presentation explores the design of an intermediate Spanish course that drew upon authentic materials and realistic tasks to bring the Spanish language and culture to life in a meaningful way for a specific student population. In place of a traditional textbook, learning objectives developed for students' needs and interests guided the creation of online modules. Those modules led students through the analysis of authentic materials (articles, videos, infographics, song, images, etc.) and both served as the basis for deep cultural understanding and as models for practical tasks implemented through project-based learning. We will share the process of developing learning objectives, selecting authentic materials, designing activities, and implementing student feedback to improve the course.

Organizer/Presenter(s):

Christina Agostinelli-Fucile, Ph.D., Northeastern University, Boston, MA
Tania Muiño-Loureiro, Northeastern University, Boston, MA

Intended audience(s): High School & College **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** Spanish

209. Maintaining Balance in the Non-Leveled Classroom

Teaching in a non-leveled world language classroom can be overwhelming. Every student is at a different place in their language learning, and there is no set textbook to use. How can a teacher survive? Participants in this session will explore various instructional strategies that can be used in non-leveled world language classrooms. These strategies have been created in the elementary Spanish classroom, but can easily be used in any world language classroom. From choice boards and hashtags to game shows and escape rooms, these strategies appeal to a variety of learners, can be easily differentiated, 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, Towson, MD
Concetta Gallardo, Baltimore County Public Schools, Towson, MD

Intended audience(s): PreK-12 **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish

210. Achieving ACTFL's Culture Standards with Authentic Visuals

Learn how to meet the ACTFL Culture World Readiness Standards through the use of authentic visuals. After an in-depth demonstration, you will find an authentic picture (resources given) and develop your own questions or prompts for students to probe for products, practices, and perspectives through authentic language. Develop language use as well as culture. Learn several variations for understanding the culture behind a visual as developed by other national organizations.

Organizer/Presenter(s):

Harry Tuttle, Onondaga Community Collge, Syracuse, NY

Intended audience(s): Secondary (6-12) **Keyword:** Culture/Literature

Language(s) spoken: English **Examples in:** English

211. Exploring French and Francophone Culture through Engaging Theme-Based Courses

This session will focus on three innovative French courses designed for advanced first-year and upper-class students. The specific course themes — French for the Professions, French Film and Media, and French in the World — are geared toward recruiting and retaining students who are interested contemporary French and Francophone culture. Although each course has a distinct focus, instructors collaborate to ensure that all sections share similar learning outcomes and assessment criteria that target interpretive, presentational, and interpersonal skills. Each presenter will give an overview of one course with suggestions for the incorporation of authentic materials. Handouts will include syllabi, a list of suggested materials, and ideas for in-class activities and assignments.

Organizer/Presenter(s):

Mary Beth Raycraft, Ph.D., Boston University, Boston, MA

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

Davina Mattox, Boston University, Boston, MA

Intended audience(s): Four-year College/University **Keyword:** Culture/Literature

Language(s) spoken: English **Examples in:** English, French

212. Exhibitor Session: Come on, Let's Get Real: Authentic Assessments with IPAs

Our students are savvy. In a world of online trolls, filtered Instagram pics, and carefully crafted social media personas, our students crave authenticity. Authentic resources engage students by offering insights into the products, practices, and perspectives of an entire world of people who use the target language in their real-world everyday lives. Let's make learning come alive by using these resources to create IPAs that allow students to demonstrate their proficiency in real-life situations. Teachers will practice with EMC-designed IPAs and will also learn how to design their own standards-based IPAs using authentic resources.

Organizer/Presenter(s):

Michael Griffin, EMC School

Intended audience(s): Secondary (6-12) **Keyword:** Assessment

Language(s) spoken: English **Examples in:** Spanish, French

213. Exhibitor Session: Spanish Works!

This workshop will provide teachers with strategies to make learning Spanish meaningful and relevant for today's high school students. Incorporating communication, culture, comparisons, connections, and communities, students will work on projects within areas of their interest. These projects will give students the opportunity to expand on vocabulary and structures while exploring content-area terminology. Students will extend their knowledge and apply their understanding about the world and cultural influences on behaviors, products, and practices in order to promote positive personal and community behaviors. These projects can be used as Integrated Performance Assessments, to build students portfolios or facilitate independent study. Teachers will receive step-by-step lesson plans.

Organizer/Presenter(s):

Betsy Arnold, Vista Higher Learning

Intended audience(s): High School **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish

214. Exhibitor Session: Unlocking Authentic Speaking: Discourse Markers Are the Key

Give your students the tools they need to talk like a local. Discourse markers are the little words and phrases we naturally use to organize our thoughts when speaking. Things like: "well," "so," "I mean," etc. In this session, George Van den Bergh, founder of thislanguage.com, will show you how to single out, teach, and use discourse markers to encourage speaking in the classroom. The session will discuss why these are so important for authentic language. George will share some lessons from his time in the classroom as a French and Spanish teacher, as well as some realizations from interviewing hundreds of young native speakers for thislanguage.com's authentic video library.

Organizer/Presenter(s):

George Van den Bergh, Thislanguage.com

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Several

215. Exhibitor Session: Project-Based Learning (PBL) in Spanish Language Teaching

Project-based learning (PBL) is a methodology for acquiring knowledge and skills through projects. It answers students' concerns through a series of strategies and tools, making them more competent with its practical and interactive activities. In Spanish language classes, project-based learning stimulates students' emotional, intellectual, and personal growth through direct experiences with other cultures in a context of linguistic immersion. It also offers them the possibility of incorporating intercultural thinking strategies in order to build bridges between different cultural groups. This workshop will present some guidelines for project-based learning implementation, and the creation of a corpus of possible proposals for projects.

Organizer/Presenter(s):

Ane Muñoz, IDEAL Education Group, Madrid, Spain

Intended audience(s): Adult/Professional **Keyword:** Instructional strategies

Language(s) spoken: English, Spanish **Examples in:** English, Spanish

216. Labkovski Project: Synthesizing Language, Art, and History in L2 Classrooms

The painter David Labkovski moved from the Jewish community of Vilnius, Lithuania, to the U.S.S.R. in 1932. Sent to the gulag in 1940, he returned in 1946 to a ruined Vilnius empty of its Jewish population. Labkovski's art reflects his unique experience of witnessing the destructive forces of Germany and the U.S.S.R. Our presentation explains how we used an art exhibit to: 1) enhance L2 students' understanding of the historical/cultural background of the artist's life; 2) promote students' personal interaction with art; and 3) encourage written German expression in a descriptive text and a creative response in the form of a poem. We also address the assignment's appropriateness for all levels of language study, and share some results and examples of student work.

Organizer/Presenter(s):

Xenia Harwell, Ph.D., U. S. Military Academy at West Point, West Point, NY

Diane Richardson, Ph.D., U.S. Military Academy at West Point, West Point, NY

Intended audience(s): High School & College **Keyword:** Materials

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

217. Theory and Practice: The Natural Approach Question Sequence (NAQS)

Many world language educators struggle to use Comprehensible Input while maintaining 90%+ target language use in class. Join this workshop to learn how to more effectively deploy formative assessment strategies through a real-time demo lesson applying the theory and research-informed practices of the Natural Approach Questions Sequence (NAQS). Classroom activities including differentiation strategies will be presented to show participants how they can assess students' language output in both verbal and non-verbal ways.

Organizer/Presenter(s):

Jian Liu, New York City Department of Education, New York, NY

Intended audience(s): PreK-8 **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Chinese

218. NECTFL Past Chairs Breakfast

This is a closed meeting for past chairs of NECTFL.

General Session and Keynote Address

219. General Session and Keynote Address

9:30–10:30 a.m.



Laura Terrill, Keynote Speaker

Join us for our general session and keynote address by Laura Terrill. Laura Terrill is a national consultant who holds a BA in French from the University of Missouri – St. Louis and a MA in Secondary Administration from Northeast Missouri State University. She taught French at all levels for 21 years before becoming the 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 Center (NFLC) working with the STARTALK program. She has served on the Board of Directors for Central States and ACTFL. She is the recipient of the Founders Award for Central States, has been named as the NADSFL District Supervisor of the Year and has received the ACTFL Florence Steiner Award for Leadership. She recently co-authored the Second Edition of the ACTFL publication, *Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design*.

Saturday, February 9, Session 7, 11:00 a.m.–12:00 p.m.

220. Amazing Technology-Based Tools to Promote Transformative Learning in the Classroom

As educators, we often feel that we exert a great effort working to motivate students and promote transformative learning. What can we do to change this? Come to this presentation and find out how new technology-based tools can be an excellent way to provide differentiated instruction and transformative learning in the classroom. This presentation introduces and provides hands-on practice using technology-based tools to help with differentiated instruction and promote transformative learning. Participants should bring a device (laptop, tablet, smartphone) in order to create accounts and experience the features of Memrise, Quizlet Live, and Quizizz.

Organizer/Presenter(s):

Iman Elahmadi, Defense Language Institute, Augusta, GA

Intended audience(s): PreK-16+ (all) **Keyword:** Communities/Workplace

Language(s) spoken: English **Examples in:** English, Arabic

221. Panel Discussion: Authentic Discourse in the World Language Classroom

Focusing on communication to make language acquisition meaningful and engaging for learners is an important goal for teachers as they implement the National Standards for Learning Languages in the 21st century. The will focus on the development of learners' interpersonal communication skills and the building blocks that teachers implement to support learners' growth. They will engage attendees in an interactive discussion as they answer questions from attendees.

Organizer/Presenter(s):

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

Noemi Rodriguez, Pascack Valley Regional High School District, Montvale, NJ

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Several

222. Break Out of Your Routine

Are you looking for a compelling and comprehensible lesson that will help you break out of your ordinary classroom routine? Look no further. In this session you will experience a mini-lesson that focuses on extracting the 3 P's of an authentic resource. Next, you will participate in a BreakoutEDU and a digital scavenger hunt called GooseChase that relate directly to the lesson. Participants will later engage in authentic communication beyond the four walls. Come see how you can blend CI, the 3 P's, the 3 modes of communication, and novelty into unforgettable classroom experiences that will promote SLA, critical thinking, and collaboration.

Organizer/Presenter(s):

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

Intended audience(s): High School **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish

223. Dig Deeper into Culture with the IMAGE Model

Integrating authentic cultural instruction has never been easy. Doing it in the target language has made it even more challenging. This session will demonstrate how to plan rich cultural lessons in the target language using the IMAGE Model. This model provides easy-to-follow, step-by-step process that allow students to go beyond the surface of culture and dig deeper into promoting an understanding of cultural perspectives. Be prepared to participate in a sample lesson as a demonstration so that you can implement this strategy next week.

Organizer/Presenter(s):

Rich Madel, Colonial School District, Plymouth Meeting, PA

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** English

224. MLA Language Enrollment Census: Models of Successful Programs

This session will present results from the 2016 MLA Language Enrollments Census and Report with an emphasis on trends in enrollments throughout higher education. Special attention will be given to programs that have stable or increasing enrollments at a time with decreasing enrollment numbers overall. What enables some programs to grow, especially now? Our working assumption is that curriculum primarily determines the rise and fall of enrollments.

Organizer/Presenter(s):

Dennis Looney, Modern Language Association

Lydia Tang, Modern Language Association

Natalia Lusin, Modern Language Association

Intended audience(s): Four-year College/University **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** English

225. World of Possibilities: Connecting the Core Practices to Advanced Literacies

Next Generation Standards? Advanced Literacies? Authentic communication? Academic discourse? Best practices for ELLs? Have you heard these buzzwords? Within our language classrooms, we have a world of possibilities, and we aim to engage all our learners, including both English language learners and heritage learners. This session will make the theoretical and practical connections between Advanced Literacies, which are the foundation of the Next Generation ELA Standards for New York State and an important framework for ELL instruction, and ACTFL's high-leverage (core) practices, to promote authentic language and authentic learning for all students.

Organizer/Presenter(s):

Jill Schimmel, New York City Department of Education, New York, NY

Intended audience(s): PreK-12 **Keyword:** Connections/Comparisons

Language(s) spoken: English **Examples in:** Japanese, Spanish

226. Purposeful Planning for Building Language Performance: From Input to Independence

When working with Novice language learners, educators spend a lot of class time providing comprehensible input to their students, building their vocabulary base. With the goal of students demonstrating independence with language through communicative activities and performance tasks, language educators need to do purposeful planning to gradually release students to put their learning into action. This workshop will provide educators with strategies and structures that support Novice language learners to be independent with making meaning and exchanging ideas in the target language.

Organizer/Presenter(s):

Leslie Grahn, Howard County Public Schools, retired, Clarksville, MD

Intended audience(s): PreK-12 **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Several

227. To Correct, or Not to Correct? That Is the Question

What is the role of feedback in the communicative classroom? When should teachers interrupt a student to correct them? Or correct writing? This session will dive into research-based practices on effective and actionable feedback that keeps the focus on communication. We will look first at oral corrective feedback, discussing the different categories (reformulations/prompts, implicit/explicit), as well as their effectiveness in either leading to student uptake, providing comprehensible input, or simply in keeping the conversation moving along. We'll then explore written feedback, and how to determine which errors to give feedback on, particularly when there are many. You'll leave with concrete strategies for providing feedback that is effective, motivating, and focused on communication.

Organizer/Presenter(s):

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

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** English, French, Spanish

228. Celebrating 20 Years of FLES and Beyond

The FLES program at Plainview-Old Bethpage Schools celebrates 20 years of early language learning. Come learn about our program's model, curriculum, and instructional strategies. We will discuss the challenges and the benefits of Chinese language learning for young learners. See how our FLES program has established a solid foundation for students to continue learning Chinese at the secondary level. We will discuss aspects of our middle school and high school Chinese programs as well.

Organizer/Presenter(s):

Lionel Chan, Ph.D., Plainview-Old Bethpage Central School District, Plainview, NY

Rosemary Firestein, Plainview-Old Bethpage Central School District, Plainview, NY

I-Chin Wong, Plainview-Old Bethpage Central School District, Plainview, NY

Teresa Clausi, Plainview-Old Bethpage Central School District, Plainview, NY

Intended audience(s): PreK-12 **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** Chinese

229. Accessible Authentic Resources

Technology can facilitate all aspects of using authentic resources. From finding the perfect authentic resource to assessing your students, technology makes the accessing the resource easier for you and helps support all of your students as they navigate authentic resources. Since these resources can be daunting, many of these tools will also make them accessible for your students to help them demonstrate comprehension and interpretation. In this session, we will evaluate a variety of tools from G Suite to Quizziz to implement with authentic resources from start to finish. We will also learn how to use each tool, so you are ready to set up a task for Monday.

Organizer/Presenter(s):

Maris Hawkins, Bullis School, Potomac, MD

Intended audience(s): Secondary (6-12) **Keyword:** Technology

Language(s) spoken: English **Examples in:** Spanish

230. Selecting Authentic Resources for Cultural Immersion and Interpersonal Communication

It is difficult to select authentic resources that are culturally relevant and to identify resources that can be used to develop interpersonal communication within the plethora of offerings. We will focus on how to access, select and use materials (i.e. television skits and programs, videos, as well as popular media) that are not only culturally relevant but can also be integrated in the French classroom in order to further develop the learners' communicative and intercultural competence and examine how media resources encourage them to become involved in real world language. Finally, we will share sample activities that can be used so that participants will be able to design activities to ensure students develop their cross-cultural competence.

Organizer/Presenter(s):

Anouk Alquier, Mount Holyoke College, South Hadley, MA

Katia Viot-Southard, Ph.D., Northwestern University, Evanston, IL

Intended audience(s): High School & College **Keyword:** Materials

Language(s) spoken: English **Examples in:** French

232. Exhibitor Session: Using Board Games for Authentic Language Learning

This one-hour presentation will focus on the use of the New Amigos language board game in a classroom setting with adolescents, as well as recently arrived refugees in Language Café settings. We explore some of the nuances of intercultural communication, and of development in interpersonal communication in foreign language pedagogy between students. In our experience, board games can function to deconstruct the pedagogical hierarchy, with positive learning experiences for teens in peer-to-peer language acquisition. For refugees, the disruption of a pedagogical hierarchy in the language café game-based setting, with a lateral exchange of intercultural communication, results in authentic and meaningful language learning. The presentation includes graphics, video, and audience participation.

Organizer/Presenter(s):

Lakki Patey, New Amigos Norge AS, Norway

Hildegunn Almas, New Amigos Norge AS, Norway

Kerstin Gallant, New Amigos Norge AS, Sharon, MA

Intended audience(s): High School **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Several

233. Exhibitor Session: Middle School Language: Bridging Gaps Between Elementary and High School

With recent emphasis on Foreign Language in the Elementary School (FLES) programs and rigorous proficiency-based high school programs, where does that leave middle school programs? Collaborate on how to build and sustain the continuum in authentic language learning through middle school, and learn how a New Jersey district adapted to provide students a more cohesive language learning path to proficiency.

Organizer/Presenter(s):

Scott Orlovsky, Fuel Education

Terry Goodlett, Fuel Education

Intended audience(s): Middle School **Keyword:** Connections/Comparisons

Language(s) spoken: English **Examples in:** English

234. Exhibitor Session: More Capable Than They Think: Using Annotated Photojournaling as Communication

Your students will thank you for adding this engaging lesson plan to your teaching resources. Objectives, standards, an assessment rubric, differentiation strategies, tech options, student directions, and student work samples are included in this comprehensive annotated photo journal assignment kit. This lesson pairs well with traditional classroom instruction, field excursions, special projects, and independent studies — in foreign language classes and across content areas! Learn how to show your students that they can leverage their ability to use numerous apps and graphic communication in the foreign language classroom. We know how students use photo apps to communicate with their peers — let's show them how to use those same tools to learn a new language.

Organizer/Presenter(s):

Robert Moreno, WorldStrides

Intended audience(s): Secondary (6-12) **Keyword:** Materials

Language(s) spoken: English **Examples in:** Several

235. Exhibitor Session: On the Road to Proficiency

Bring authentic cultural material to your classes to shuttle your students down the road to proficiency in the target language. Using authentic videos, songs, stories, poems, and ads will bring the products, practices, and perspectives of the target language directly to your students. Culturally based Integrated Performance Assessments will be demonstrated and given to participants. Samples of activities will be distributed in Spanish, French, Italian, and German.

Organizer/Presenter(s):

Patricia Lennon, Ph.D., Proficiency Press

Douglas Moore, Great Neck South Middle School, Great Neck, NY

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish, French, Italian, German

236. The Art of Questioning

What's your name? Gina. How old are you? 34. Where are you from? Bristol. Does this look like a typical set of questions and answers one might hear in a language classroom? If so, please attend this workshop that challenges the mundane questioning of the past. This 60-minute session will discuss how to create questions and scenarios that elicit more than one word/sentence answers from our students. The goal of this presentation is to work collaboratively to bring our students to the next level of oral proficiency. This presentation will be broken up in two sections. The first half will be an introduction with examples from the presenter, and the second half will allow participants the opportunity to create personalized questions to use in their own classrooms.

Organizer/Presenter(s):

Gina Gallo, Bristol Central High School, Bristol, CT

Intended audience(s): High School **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Italian

237. Exploring the Rhine River

How well do you know the Rhine river? What resources are readily available to you on the internet if you want to introduce your students to the Rhine and its surrounding cultural landscapes? What can you use to teach about the UNESCO World Heritage Upper Middle Rhine Valley? The Rhine region has a lot to offer. Come and find out about teaching resources on Andernach, the "Edible City" on the Rhine, on the German language in Alsace, on the Cologne Cathedral, and on other topics. The focus of this session is on beginning- and intermediate-level instruction; both audio and video teaching materials are highlighted.

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

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

Saturday, February 9, Lunch Break, 12:00–1:30 p.m.

238. Advisory Council Lunch 12:00–1:30

This is a closed meeting and luncheon for members of the NECTFL Advisory Council. Please visit our website or contact info@nectfl.org for details. Prior registration required.

Saturday, February 9, Session 8, 1:30–2:30 p.m.

240. Best of NY: Sustaining a Self-Directed Learning Community in the 1:1 WL Classroom

In this session, best practices will be shared with participants for today's 1:1 world language classroom. As a Comprehensible Input (TPRS) instructor, the presenter has found ways to keep the classroom comprehensible while using technology and allowing students to acquire language in a blended environment. Experiences will include flipped classrooms, formative assessment and intercultural pen-pal exchange.

Organizer/Presenter(s):

Mike Mitchell, Bethlem Central High School, Delmar, NY

Intended audience(s): Secondary (6-12) **Keyword:** Technology

Language(s) spoken: English **Examples in:** Spanish

241. Panel Discussion: Authentic Assessment

We routinely hear the term, authentic assessment, but what does it mean for teachers and learners and how can it serve our assessment needs? The panelists will explain how authentic tasks allow learners to demonstrate their growing proficiency in engaging, quasi-representational world situations that they might encounter when interacting with native speakers of the target language. They will share both their expertise and samples from their work with teachers and programs in the US and abroad. They will engage attendees in an interactive discussion as they answer questions from attendees.

Organizer/Presenter(s):

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

Greg Duncan, Consultant, InterPrep

Intended audience(s): Secondary (6-12) **Keyword:** Assessment

Language(s) spoken: English **Examples in:** Several

242. More Isn't Always Better: Refocus with High-Leverage Teaching Practices

Ever feel like the old woman who lived in a shoe? You're given so much advice on how to be a good teacher, you don't know what to do? This session explores high-leverage teaching practices: how they are defined, what they are, and why teachers should prioritize them above all the strategies they have in their tool belts. Using two major frameworks, the ACTFL Core Practices and the STARTALK Principles for Effective Teaching, participants examine models, align components, and describe classroom applications. Join the conversation as we refocus with purpose.

Organizer/Presenter(s):

Greta Lundgaard, National Foreign Language Center, University of Maryland, MD
Betsy Hart, National Foreign Language Center, University of MD

Intended audience(s): PreK-16+ (all) **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** English

243. Authentic Voices: Creating LGBTQ+-Affirming Classes through Language and Content

Students are more aware of, more eager to discuss, and more conscious of using the appropriate language around issues that affect the LGBTQ+ community. As our students and their peers identify as LGBTQ+ earlier and more openly, they look for appropriate vocabulary to describe themselves and others in the language classroom. Additionally, research has shown that positive school climates, including the integration of LGBTQ+ voices in curricula and the use of appropriate language, can moderate the negative effects of anti-LGBTQ+ bias in schools. This workshop will offer educators tools and perspectives to teach lessons that honor Spanish-speaking LGBTQ+ figures and introduce students to the ways that the LGBTQ+ community talks about itself in target language cultures.

Organizer/Presenter(s):

Joseph Parodi-Brown, Marianapolis Preparatory School, Thompson, CT

Intended audience(s): High School & College **Keyword:** Diversity

Language(s) spoken: English, Spanish **Examples in:** Spanish

244. Dictionaries and Google Translate: Using Them as Teaching Tools

Students will use online translation tools for reading or writing assignments outside of the classroom whether we want them to or not. This session will focus on strategies for teaching students how to use a variety of monolingual and bilingual dictionaries and Google Translate as tools to support language learning. Discussion will also focus on how the Language Comparisons standard can be addressed and assessed with these tools.

Organizer/Presenter(s):

Susanne Nimmrichter, Ph.D., Millersville University of PA, Millersville, PA

Intended audience(s): High School & College **Keyword:** Instructional strategies

Language(s) spoken: German **Examples in:** German

245. Virtual Reality in the Classroom: A Tool for Authentic Learning

Emerging technology, such as virtual reality, often appears in tech-based courses but can be overlooked in the foreign language classroom. This is a mistake! The use of VR, whether through entry-level technologies such as Google Cardboard or advanced immersive headsets can provide students the opportunity to interact with the world in new ways and utilize their language skills in genuine, engaging environments. We will share concrete examples of how virtual reality can be used effectively in the classroom, explore implementation ideas, and share data from several world language classrooms across the U.S. where this technology is being used with students. VR can provide a much wider range of opportunities for learners to authentically explore their target languages, and the world.

Organizer/Presenter(s):

Christina Toro, Arlington High School, Arlington, MA

Lisa Castaneda, Foundry10, Seattle, WA

Intended audience(s): High School & College **Keyword:** Technology

Language(s) spoken: English **Examples in:** Spanish

246. Engaging and Empowering Language Learners

Tap learners' motivation, empowering them to use language to collaboratively explore meaningful content and build relationships. Shift from learning about the language to using language to learn. Engage learners in tasks to develop interculturality, examine critical issues, use technology to collaborate and learn, and design purposeful tasks and assessments. Use high-leverage teaching strategies to build learners' performance and autonomy.

Organizer/Presenter(s):

Lisa Lilley Ritter, ACTFL and Springfield Public Schools (MO)

Paul Sandrock, ACTFL

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** English

247. Making Input Comprehensible and Maximizing Authentic Target Language Use

This interactive session will provide opportunities for educators to explore research surrounding authentic target language use and the importance of making input comprehensible. Negotiating meaning with learners, by providing comprehensible input, is the foundation of building a discourse community, setting the stage for students to express themselves through comprehensible output. Research shows learners make the most gains in proficiency when target language use is at 90% in the classroom. The focus of this session is to create comprehensible language through meaningful contexts with the scaffolding strategies needed for authentic communication. Educators will benefit from research and concrete ideas making input comprehensible, without the use of translation, through authentic tasks.

Organizer/Presenter(s):

Lea Graner Kennedy, Stonington Public Schools, Stonington, CT

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French, Spanish

248. Make It Real: Authentic Resources that Improve Chinese Proficiency

Incorporating authentic resources and designing interactive reading and listening comprehension tasks is critical to enhancing students' interpretation skills and cultural competence. This session will present in great detail and with vivid examples how to select and collect authentic resources and how to design comprehension tasks for various proficiency levels. Participants will be able to embed level-appropriate and age-appropriate authentic resources into thematic units, design interactive and engaging comprehension tasks, and use performance assessments to evaluate students' learning outcomes.

Organizer/Presenter(s):

Lijie Qin, Oak Hill Middle School, Newton, MA

Intended audience(s): Secondary (6-12) **Keyword:** Materials

Language(s) spoken: English, Chinese **Examples in:** Chinese

249. Give Your World Language Students a Break from Technology

Our students have technology in their pockets every minute of every day. It's time to give them a BREAK from technology and use interpersonal communication with low-risk, high yield opportunities for learning and assessing. Our session will be setup with six rotating stations. All materials are provided on-site as well as electronically (AFTER the session, of course!) No note-taking, no lecturing - just interaction with peers in a game-like setting.

Organizer/Presenter(s):

Lori Streeter, Swanzey, NH

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French, Spanish, English

250. Diversifying Authentic Language and Culture: Vive le Québec!

How can the authentic resources we choose for our lessons reflect and value the French that is spoken outside of France? As teachers in the U.S., are we building excitement in our students to discover and interact with Francophone language and cultures on the North American continent? After reflecting upon my own practices, I decided this was an area for growth. In this session, I intend to share insights gained from participation in summer professional development in Québec. My goal is to share ideas for lessons and activities that challenge fellow French teachers to rethink our sometimes eurocentric curricula. Instead, let's refresh our units to include opportunities for authentic cultural comparisons that celebrate the diversity of la Francophonie in North America and build proficiency.

Organizer/Presenter(s):

Megan Williams, Tenafly High School, Tenafly, NJ

Intended audience(s): Secondary (6-12) **Keyword:** Culture/Literature

Language(s) spoken: English **Examples in:** French

251. Tips from TOYs: Leading from the Classroom

Join as we facilitate a conversation with NECTFL Teachers of the Year as they share their leadership journey. Discover how they have turned obstacles into opportunities and how you can do the same. What are your leadership talents and how are you leading with language? Come to this interactive session ready to discover the leader in you.

Organizer/Presenter(s):

Maryann Woods-Murphy, Nutley Public Schools, Nutley, NJ

Cheri Quinlan, Toms River Regional Schools/NJ DOE, retired, Toms River, NJ

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

Keyword: Policy/Issues

Language(s) spoken: English

Examples in: Several

252. Español en vivo: Building Authentic Language Connections to the Community

How can a language program provide real-world language encounters without sending students abroad? How can we authentically and meaningfully connect our students with the target language in their own community? The presenters will share their experience attempting to answer these questions by combining community engagement and classroom learning. With a focus on community organizations and immigrant populations, this presentation will give insights into how to envision a syllabus with a community outreach component. In addition to exploring potential challenges and successes, the session will explore curricular resources, share ways to find target language speakers, and allot time for participants to brainstorm the development of a similar course in their specific community.

Organizer/Presenter(s):

Tancee Brodeur-Sassi, Greenwich Academy, Greenwich, CT

Heather Way, Greenwich Academy, Greenwich, CT

Intended audience(s): High School & College

Keyword: Connections/Comparisons

Language(s) spoken: English

Examples in: Spanish

253. What's New(s)?: Current Affairs in the Language Classroom

Authentic resources abound online and in the New York City area. This session will explore how to incorporate several in the world language classroom with the aim to inspire global citizenship.

Comparing traditional and non-traditional media, the activities shared will illustrate how the news can be incorporated throughout the year with examples that span the AP themes. By examining what is covered and how it is portrayed internationally, students build not only active, real-world vocabulary pertinent to their everyday lives, but also a broader perspective of today's important issues. Given the authenticity of the sources highlighted, students and teachers alike can take away a renewed appreciation for the relevance and ramifications of lexical variation in the Spanish-speaking world.

Organizer/Presenter(s):

Thomas Powers, Saint Peter's Prep., Jersey City, NJ

Intended audience(s): High School & College

Keyword: Instructional strategies

Language(s) spoken: English, Spanish

Examples in: English, Spanish

254. Creating Curriculums that Promote an Inclusive Environment in the Classroom

This presentation will show how to integrate content addressing diversity into class discussions and activities for the first years of language instruction, so as to create an inclusive curriculum and a classroom climate of acceptance. Through exploring authentic materials, we will present novel ways of approaching diversity in the classroom, dealing with widely underrepresented topics such as LGBTQ+ issues, gender equality, and racial diversity among others. Participants will leave this session with an understanding of how to develop content aimed at normalizing differences through activities encompassing presentational, interpretive, and interpersonal communication.

Organizer/Presenter(s):

María Datel, Boston University, Boston, MA

Elena Carrión Guerrero, Boston University, Boston, MA

Intended audience(s): Four-year College/University **Keyword:** Diversity

Language(s) spoken: Spanish **Examples in:** Spanish

255. Authentic Language for Specific Purposes: Using Authentic Documents for STEM

Teaching languages for the STEM disciplines provides an exciting opportunity to turn authentic documents into language learning supports. We will provide examples in multiple languages and at multiple levels of how various authentic documents can be used to teach languages for STEM. In this session, you will learn how to find authentic materials, scaffold them to engage students in authentic language use, and then assess student learning with authentic performance-oriented activities. We will discuss some of the principles and practices of Languages for Specific Purposes.

Organizer/Presenter(s):

Lars Erickson, Ph.D., University of Rhode Island, Kingston, RI

Niko Tracksdorf, Ph.D., University of Rhode Island, Kingston, RI

Megan Echevarría, Ph.D., University of Rhode Island, Kingston, RI

Yu (Joyce) Wu, University of Rhode Island, Kingston, RI

Xioayan Hu, University of Rhode Island, Kingston, RI

Intended audience(s): High School & College **Keyword:** Connections/Comparisons

Language(s) spoken: English **Examples in:** French, German, Spanish, Chinese

256. NNELL Networking "Un-Con"

The NNELL 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. Need some ideas? Need to vent? Need some guidance? Come chat with us!

Organizer/Presenter(s):

Marissa Coulehan, The Dalton School, New York, NY

Intended audience(s): PreK-8 **Keyword:** Professional development

Language(s) spoken: English **Examples in:** English

Saturday, February 9, Session 9, 2:45–3:45 p.m.

260. Best of DE

TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

261. Virtual Reality: Adding Another Dimension to Your Class

Let your students explore the world through a 360-degree lens. Use 360-degree fly videos, Google Expeditions, or create your own virtual reality to use in class. These videos and pictures allow your students to make their own connections with the target culture through virtual reality. Examine the many ways in which you can best utilize the latest technology in class at any level of proficiency. Here is an easy way to take your students on a virtual field trip. Presenters will share virtual reality and 360-degree photo/video resources with examples from primary school, middle school, and high school.

Organizer/Presenter(s):

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

Nancy D'Ecclesiis, The Dalton School, New York, NY

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

Keyword: Technology

Language(s) spoken: English

Examples in: English, Spanish

262. Is This Real Life? Intercultural Competence in the Language Classroom

Intercultural competence is a skill that is just as important for L2 learners as linguistic competence — and it is distressingly easy to neglect. Luckily, we already have all the tools we need in order to enhance our students' intercultural competence. By critically examining the cultural elements in our lessons, we can streamline the process of exposure to cultural products and take advantage of learning opportunities that present themselves in our classroom. Participants will leave the session with a set of activities appropriate for all levels of linguistic and cultural proficiency.

Organizer/Presenter(s):

Julia Koch, West Morris Regional School District, Chester, NJ

Joanna Servino, Prince William County Public Schools, Woodbridge, VA

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

Keyword: Connections/Comparisons

Language(s) spoken: English

Examples in: French, Italian

263. High School Electives: Culture as a Path to Proficiency

Come learn how Ridge High School has created exciting world language electives for juniors and seniors that take students on virtual tours throughout various countries and regions. These courses expose students to the language and culture through authentic materials and engaging activities. The Culture & Society Courses at RHS are taught in the target language, are completely teacher-generated, and are possible in any district. Participants will divide into groups by language and break down the components of the curriculum and discuss how it can work for anyone.

Organizer/Presenter(s):

Katherine Stotler, Bernards Township Public Schools, Basking Ridge, NJ
Fiorella Bologno, Ridge High School, Basking Ridge, NJ
Alexander Ballas, Ridge High School, Basking Ridge, NJ
Yasmina Navarro, Ridge High School, Basking Ridge, NJ
Krista Horvath, Ridge High School, Basking Ridge, NJ

Intended audience(s): High School **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** French, Italian, Spanish

264. Adapting Story Content: Intermedia Projects across Platforms in Language Classrooms

Target texts that modern language learners encounter are frequently interconnected adaptations of one story content across multiple media platforms. Novels are adapted to films, films to graphic novels, and graphic novels to audiobooks. Texts are also released in multiple formats to enhance the main content: Computer games are enriched by interactive comics, movies by websites, and scientific articles by videos. Creators and consumers of intermedia texts create and experience story content in multiple modalities — as written text, as (moving) image, as sound, or as a combination thereof. This session discusses the integration of creative media adaptation projects in language classrooms, including technology, interpretative/presentational modes, project preservation, and the practice of form.

Organizer/Presenter(s):

Nicolay Ostrau, Ph.D., Dartmouth College, Hanover, NH
Angineh Djavadghazaryans, Ph.D., Oakland University, Oakland, CA
Bettina Matthias, Ph.D., Middlebury College, Middlebury, VT
Lauren Brooks, Pennsylvania State University, University Park, PA

Intended audience(s): Four-year College/University **Keyword:** Instructional strategies

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

265. Engagement and Moral Reasoning in an Advanced French Conversation Course

This presentation is about one teacher's experience in a new curricular offering in French, an ethics-intensive course taught in the target language. It focused largely on current events using media drawn from high-quality sites like LeMonde.fr and FranceTVInfo.fr. Teaching challenges will be discussed. More importantly, the presentation will evoke co-created activities, approaches, and instructional strategies that could prove useful to other teachers hoping to promote language use about real-world consequences or social justice, even if they and their students have relatively little formal training in ethics. The presentation will discuss tools, strategies, and activities that stimulated both intellectual engagement and robust language production.

Organizer/Presenter(s):

Robert R. Daniel, Ph.D., Saint Joseph's University, Philadelphia, PA

Intended audience(s): High School & College **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French

266. Today's Issues, Tomorrow's Leaders: Social Justice in the World Language Classroom

As world language educators, we work to create environments that bring the world into our classrooms. This session asks the question: How relevant is this work if we are not also encompassing the social, political, and economic challenges that communities face every day? By incorporating social justice themes into our world language curriculum, we can create an inclusive and welcoming environment for our students and empower them to become agents of change in local and global communities. In this session, we will outline the framework for applying a social justice-focused curriculum, and will present and discuss example unit plans for common curricular themes. Walk away with model units that you can use right away and the tools to create your own.

Organizer/Presenter(s):

Heather Sherrow, Howard County Public Schools, Ellicott City, MD

Anna Burkett, Howard County Public Schools, Ellicott City, MD

Intended audience(s): PreK-16+ (all) **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** English, Spanish

267. Integrated Performance Assessment (IPA) Exemplars Poster Session

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

Language(s) spoken: English **Examples in:** Spanish

268. Un-Con: Top Tech Tools

Are you wondering what technology tools are being used in other world language classrooms? Are you curious to share about your own experiences with certain technology tools that foster interpretive, interpersonal and/or presentational skills? Join this "un-conference" for top tech tools as session attendees propose which tech tools to discuss and mini-sessions are created based on what is proposed. This hands-on, interactive un-con will leave you inspired and ready to dive deep into new tools. Be prepared to propose, share, and explore during this fast-paced session.

Organizer/Presenter(s):

Noemi Rodriguez, Pascack Valley Regional High School District, Montvale, NJ

Intended audience(s): PreK-16+ (all) **Keyword:** Technology

Language(s) spoken: English **Examples in:** Several

269. Co-Teaching Students with Disabilities

To help serve students with disabilities in the world language classroom, we will provide the tools needed to organize and structure your classroom to meet the needs of a diverse population of students. We will talk about how to create a safe and fun classroom, and will provide different ways to organize and order lessons. Moreover, we will provide essential information about how to teach world languages to those who need added support.

Organizer/Presenter(s):

Dennis Giusto, Queens School of Inquiry, Queens, NY

Jennifer Pereira, Queens School of Inquiry, Queens, NY

Intended audience(s): Middle School **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish

270. Using Authentic Resources in Daily Warm-Ups

In this session I will demonstrate how I use authentic resources and ACTFL's interpretive task comprehension guide to create daily warm-up activities. I will explain the importance of using authentic resources in daily instruction, what it has done for my students' confidence levels, how it connects with ACTFL's standards, and how these activities prepare students for the English PARCC assessment. All examples will be given in Spanish.

Organizer/Presenter(s):

Jennifer May, Hancock Middle-Senior High School, Hancock, MD

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish

271. Communicating What You Value through Your Assessments

How do your formative and summative assessments communicate what you value to your students? Do your assessments align with your philosophy of teaching? Teaching a language is more than just grammar and multiple choice quizzes, tests, and worksheets. Moving beyond those traditional assessments can be a challenge, and this session will give you the tools to think about what it is you value as a language educator and how you can reflect those values to your students through your assessment practices. Examination and examples of formative and summative assessments for all of the skill areas.

Organizer/Presenter(s):

Emily Bugbee, Cecil County Public Schools, Elkton, MD

Intended audience(s): Secondary (6-12) **Keyword:** Assessment

Language(s) spoken: English **Examples in:** Spanish

272. Mentor Scholarship Winner Debrief

This is a closed and required meeting for Mentor Scholarship Program participants.

273. Mead Project: Does, um, the Medium, uh, Matter? Fluency in Communicative Groups

The frequency of hesitational phenomena, such as Filled Pauses (FP), is inversely correlated to the perceived fluency of second language (L2) learners (e.g., Ullakonoja, 2008). This presentation investigates the production of these FPs by college and high school Spanish L2 learners in two types of oral tasks, and compares their frequency based on the type of task performed and whether they participated in a traditional face-to-face or tele-collaborative (an autonomous, collaborative, and virtual concept for foreign language learning) dyads. Pedagogical implications on whether the medium of exposure affects fluency, as well as the role of technology in the classroom, will be discussed.

Organizer/Presenter(s):

Celia Zamora, Ph.D., Oakcrest School, Vienna, VA

Intended audience(s): High School & College **Keyword:** Technology

Language(s) spoken: English **Examples in:** Spanish

274. Can You (escape/échapper/táo zǒu/fugire) the Room?

How do we prepare 21st century citizens facing a future filled with jobs that do not yet exist? Our solution: Authentic learning experiences encouraging critical thinking and innovation in order to acquire the skills to adapt no matter what the future holds. By creating "Escape the room"-style breakouts with authentic cultural texts and realia, students are literally learning to think outside the box. Storyjumper and Flipgrid are two more tools that go beyond the walls of the classroom no matter the time zone. Now you can collaborate on a global scale with that high school in Europe, or the middle school in China. Work on the same story or swap stories and share feedback. You will participate in a break-out yourself and leave with a myriad of tools that can be implemented immediately.

Organizer/Presenter(s):

Toby Gillen, Bronxville UFSD, Bronxville, NY

Denise Flood, Bronxville UFSD, Bronxville, NY

Intended audience(s): Secondary (6-12) **Keyword:** Connections/Comparisons

Language(s) spoken: English **Examples in:** Several

275. Bilingual Advocacy for a Future of Education in Two Languages

In this session, the presenter tells the story of a grassroots movement that emerged out of the dedicated involvement of motivated parents, educators, and community actors willing to create and support dual language programs in New York City public schools. Combining insight on learning and living in two languages, the study shares practical applications and examples of bilingual education, from preschool to high school, describing a new phenomenon with the objectives of: embracing families' and communities' own unique cultures and promoting their linguistic heritages as important parts of the greater international mosaic of our society; helping facilitate community re-engage with public schools; promoting a social, economic, and cultural sense of community and helping to bridge gaps that continue to divide us.

Organizer/Presenter(s):

Fabrice Jaumont, Ph.D., The Bilingual Revolution Project, New York, NY

Intended audience(s): PreK-12 **Keyword:** Policy/Issues

Language(s) spoken: English **Examples in:** Several

276. Who is Lesbia? Essential Questions on Love and Relationships

This session presents samples of a third-semester Latin prose composition inspired by the poetry of Catullus. The task is to give a voice to the addressee of the poet's love elegies. Various interpretive activities call for the frequent recitation of the poetry in Latin but do not require translation of the entire poems. The students are engaged in the selection of vocabulary and formulation as they discuss and write about questions of love, relationships, desire, expectation, fidelity, and infidelity, both here in our own time and in Rome of the 1st-century BCE.

Organizer/Presenter(s):

Andrew Hagerty, Townsend Harris High School, Flushing, NY

Intended audience(s): High School **Keyword:** Materials

Language(s) spoken: English **Examples in:** Latin

277. Promoting Authentic Language Proficiency as a Critical Career and Workplace Skill

This session will focus on the efforts at the state, district, and classroom levels in Delaware to help secondary learners understand the importance of attaining high levels of language proficiency as a critical 21st-century career and workplace skill. Participants will leave with concrete classroom examples of how teachers have built career and workplace language awareness, as well as learn how Delaware's Certificate of Multiliteracy is helping strengthen understanding of language proficiency in communities and work locations across the state.

Organizer/Presenter(s):

Gregory Fulkerson, Ph.D., Delaware Department of Education, Dover, DE

Holly Schnittger, McKean High School, Wilmington, DE

Intended audience(s): Secondary (6-12) **Keyword:** Communities/Workplace

Language(s) spoken: English **Examples in:** English, Italian, Spanish, French

Saturday, February 9, Session 10, 4:00–5:00 p.m.

280. Best of MD

TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

281. Best of PA: Google Tools in the World Language Classroom

There are many tricks and tips to engage students, maximize workflow, and explore the world using Google Apps for Education (GAFE). This session will focus on free tools connected to teacher and student GAFE accounts specifically for the world language classroom. Participants may bring their electronic device as this will be an interactive session and participants will vote on what tools we will cover. We will be using PearDeck (available as an add-on for Google Slides) to vote on which topics the audience wants to learn more about. Over 30 tools are included in the presentation. Not all will be covered in depth, but attendees will have access to the presentation to browse during and after the session. Potential tools include Google Earth, tips for using Google Classroom, Google Chrome, YouTube, and Gmail tips. Please note: the conference hotel does not provide free Wi-Fi. Attendees should plan to use their own data.

Organizer/Presenter(s):

Katie Bordner, City High, Pittsburgh, PA

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

Keyword: Technology

Language(s) spoken: English

Examples in: Spanish

282. The New York City Spanish Summer Immersion Project (SSIP)

The SSIP fully immerses students in the target language and cultures four days a week. In the classroom, the Communicative Language Teaching (CLT) and Task-Based Learning (TBL) frameworks are exploited. Outside of the classroom, the target language is put to use at the local bodega, at the theater, and at a Mexican restaurant, all of which connect the students to the Hispanic cultures that form an integral part of their community. Throughout the summer, the teachers are observed and advised by the program organizers, in addition to acting as peer coaches to each other (Sullivan & Glanz 2013). This leads to better-quality teaching, which directly benefits student learning. Students' increased motivation translates to improved academic records and attendance the following school year.

Organizer/Presenter(s):

Joanna Birnbaum, The Graduate Center, CUNY, New York, NY

Sullivan Susan, Ed.D., The College of Staten Island, CUNY, New York, NY

Intended audience(s): High School

Keyword: Curriculum

Language(s) spoken: English

Examples in: English, Spanish

283. Reaching Beyond the Classroom with Authentic Activities and Assessments

Are you looking to increase the use of authentic resources in your class? Have you been wondering what else you can do to capture the attention of your students and inspire them to employ their language skills outside of the classroom? Would your students would like to tweet a Puerto Rican singer and get a response? We will guide you on an adventure that is sure to provide you with new ideas. This session begins with a brief overview on creating a set of comprehensive activities for an authentic resource. We will discuss and share ideas on designing extension activities and assessments that allow students to take their newly acquired communication skills to the Spanish-speaking world. Come join in on the fun and share in the discussion. Examples and templates will be provided.

Organizer/Presenter(s):

Alvin Irwin, Charlotte Latin School, Charlotte, NC

Xinia Otarola, Charlotte Latin School, Charlotte, NC

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish

284. Authentic Materials: The Importance of Contextualized Design and Meaningful Integration

Authentic materials provide real-life examples of a language and are a crucial component in the World Readiness Standards. Teachers cannot imagine teaching without them. However, the excitement of their incorporation can lead to using them for their own sake, when the real key to their use is the careful preparation and scaffolding of activities around the authentic materials to ensure students' learning success. This session will demonstrate the steps necessary for the learner to successfully negotiate the meaning of the authentic material and show examples at levels A1-C1. There will be time for evaluating, discussing the strategies used in each set of activities, and generating further ideas. Participants will receive hands-on materials for their own classroom use.

Organizer/Presenter(s):

Jutta Schmiers-Heller, Columbia University, New York, NY

Alexander Holt, Columbia University, New York, NY

Amy Leech, Columbia University, New York, NY

Michael Swellander, Columbia University, New York, NY

Intended audience(s): High School & College **Keyword:** Instructional strategies

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

285. Online Authentic Resources for the Secondary Classroom

Presenters will share online authentic resources that support the development of curricula focusing on the products, practices, and perspectives of the target culture. Using models from their own classroom, presenters will guide participants through the development of an Integrated Performance Assessment (IPA) lesson series incorporating the three modes, and will demonstrate how student proficiency evolves through this process. Resources will include Google Arts and Culture, authentic online stories, authentic online TV shows and broadcasts, and other media. Participants will receive templates to create their own IPA lesson series and have time to brainstorm some ideas of their own with other participants.

Organizer/Presenter(s):

Saybel Nunez, Saint David's School, New York, NY

Victoria Gilbert, Ed.D., Saint David's School, New York, NY

Intended audience(s): Secondary (6-12) **Keyword:** Materials

Language(s) spoken: English **Examples in:** Spanish

286. Taking the First Step Toward 90% Target Language Use

Immersing students in the target language, and sustaining that language use, is key for moving them along the path to proficiency. The first step is making sure that we use the language at least 90% of the time as we conduct our classes. This session will explore strategies for increasing teacher use of the target language in various facets of instruction: giving instructions; presenting new material — including grammar; practicing and applying language skills; and interacting daily with students.

Organizer/Presenter(s):

Deborah Espitia, Howard County Public Schools, retired, Howard County, MD

Intended audience(s): PreK-16+ (all) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French, Spanish

287. Global Education Access: Using Language and Culture to Promote Inclusiveness

This presentation will offer strategies to teachers, administrators, and district leaders seeking to improve their inclusive practices in global education by using language and culture as an access point to offer global education for all. Presenters will share their experiences in making global education a district priority in a 100% free-lunch community with a higher-than-state-average of students in special education programming. Presenters will highlight the work they are doing around language and culture in collaboration with sister schools in a dozen countries across six continents, which all students are able to access. Further, they will demonstrate multi-modal methods of implementation that have led to the district's recognition as a leader in global education PreK-12.

Organizer/Presenter(s):

Maureen Manning, Wareham Public Schools, Wareham, MA

Kimberly Shaver-Hood, Ed.D., Superintendent, Wareham Public Schools, Wareham, MA

Jane Collins-Fondulis, Wareham Public Schools, Wareham, MA

Scott Palladino, Wareham High School, Wareham, MA

Johan Scherston, Educational Consultant

Intended audience(s): PreK-12 **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Several

288. Bookmapped Storytelling: Authentic Language and Culture in the Classroom

Bookmapped storytelling permits students to focus on a book's setting and plot the location on a map. With mapping technologies, students can navigate a bookmap that has already been created, create their own, or work collaboratively to create a bookmap (Cavanaugh and Burg 2). The purpose of this presentation is to discuss the effectiveness of bookmapped storytelling in a lower-level Spanish class. As a final project, students become digital cartographers who write a diary about their visit to a Spanish-speaking country and map out their trip. This authentic integration of culture, content, and language in the form of digital narratives and maps is useful to present information, promotes immersion, encourages collaboration, inspires creativity, and produces intercultural awareness.

Organizer/Presenter(s):

Carmen Granda, Ph.D., Amherst College, Amherst, MA

Intended audience(s): High School & College **Keyword:** Technology

Language(s) spoken: English **Examples in:** Spanish

289. #NoMoreBullying

Fostering intentional empathy in students is crucial. In our "No More Bullying" workshop, you will put SEL at the core by creating a complete, relevant, and rigorous unit for teens. Through film, TV, music, and current events, the four domains are used to consider: Why do people bully? How can we create awareness? What are the pros and cons of social media when it comes to bullying? What can we do to stand up? Our final IPA is a call to action where students write a personal tale of their experiences with bullying through digital storytelling. Allowing vulnerability, the ultimate route to empathy, students retell, or "carry," one another's stories. This instills the critical skill of putting themselves in someone else's shoes: "What happens when I carry your story and you carry mine?"

Organizer/Presenter(s):

Samara Spielberg, The Allen-Stevenson School, New York, NY

Camilla Iturralde, The Allen-Stevenson School, New York, NY

Intended audience(s): Secondary (6-12) **Keyword:** Curriculum

Language(s) spoken: English **Examples in:** English, Spanish

290. Mentoring World Language Teachers: How to Help Language Teachers Thrive

Providing the right support and mentoring for world language teachers during the first few months in a new position is critical to their success, whether it is the teacher's first or 21st year in the profession. The aim of this workshop is to provide participants with information on mentoring, equip them with the skills and knowledge to act as successful and positive mentors, and provide practical advice on mentoring as a professional development tool. Building and maintaining effective mentoring relationships is a key component to helping world language teachers not only survive, but thrive in our profession.

Organizer/Presenter(s):

Jennifer Nesfield, Northport-East Northport UFSD, Northport, NY

Christina Margiore, Northport-East Northport UFSD, Northport, NY

Christina Rued, Northport-East Northport UFSD, Northport, NY

Intended audience(s): Secondary (6-12) **Keyword:** Communities/Workplace

Language(s) spoken: English **Examples in:** English

291. Mead Project: A Step-by-Step Guide to the Seal of Bilingualism

Does your state have the Seal of Bilingualism? Do you want to start a program in your district? Do you want to know more about what it is and what it can mean to your students? This session will guide you through the implementation process at the state and local levels. You will walk away with a blueprint for beginning, implementing, publicizing, and collaborating with colleagues and state officials that you can execute immediately. This session will offer you practical tools, answer your questions, and set you up for success in your own school. Move over STEAM — the Seal of Bilingualism is now in place in over 30 states.

Organizer/Presenter(s):

Elaine Leibly, Windsor Central Supervisory Union, Woodstock, VT
Keri Bristow, Woodstock Union Middle/High School, Woodstock, VT

Intended audience(s): High School **Keyword:** Policy/Issues

Language(s) spoken: English **Examples in:** English

292. Tools for Reluctant Learners in the World Language Classroom

The panel will present a model of a language classroom specifically targeted to help reluctant learners achieve success. We will present the methods, strategies, and steps we take to structure our lessons to meet the needs of all students. Participants will gain an understanding of how we structure our lessons to incorporate authentic resources and maintain engagement. Moreover, we will demonstrate how student groups are fluid, how constant checks for understanding, and differentiation of instruction and tasks can result in a positive learning environment. Participants will gain an understanding of the phases of a lesson, specific examples of differentiated tasks, and ways to differentiate their own lessons.

Organizer/Presenter(s):

Cassandra Neubauer, Appoquinimink High School, Middletown, DE
Patricia Linares, Appoquinimink High School, Middletown, DE

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish

293. Speak-a-Thon! Creating a District-Wide Competition for World Language Students

Showcasing what your students are able to say in the target language may be challenging when asked to do so by administrators and parents — there are no exhibitions, concerts, etc. What's a world language teacher to do? Pittsburgh Public Schools World Languages has established an annual Speak-a-Thon, which will celebrate its five-year anniversary in 2019. During this interactive workshop, facilitators will describe the planning and implementation of the event from beginning to end. Attendees will participate in activities developed for students at Novice, Mid, Intermediate and High proficiency levels. Join us to learn how to create your own classroom, school, or district event.

Organizer/Presenter(s):

Marsha Plotkin, Pittsburgh Public Schools, Pittsburgh, PA
Cortney Fischer, Pittsburgh Public Schools, Pittsburgh, PA
Stephanie Byars, Pittsburgh Public Schools, Pittsburgh, PA

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Several

294. ¡El STEAM no nos quemará!

As the world has gone crazy for STEAM, in this session we will explore how we fit into this movement and what we can do to maintain our relevance through the 4 C's: communication, collaboration, creativity, and critical thinking. We will examine one unit in particular (along with its IPA), sharing techniques and activities to capture the interest of our students as we also satisfy the requests of our administrators.

Organizer/Presenter(s):

Katherine Geare, Plymouth Whitemarsh High School, Plymouth Meeting, PA

Intended audience(s): High School **Keyword:** Instructional strategies

Language(s) spoken: Spanish **Examples in:** Spanish, English

295. Energizing Your Curriculum with Authentic Materials

What is the most engaging and dynamic part of your curriculum? We know that teaching vocabulary and language structures are essential, but when it comes to creating passionate learners, the resources that accomplish that are the songs, ads, videos, podcasts, and all of the other authentic materials that make language come alive. Learning language is the goal, and it is culturally rich authentic materials that give language context and purpose. This intense workshop will feature various authentic resources, as well as specific strategies on how to share them with students, scaffold them for any level, and create assessments to measure student achievement. This workshop is for teachers of any language and any level.

Organizer/Presenter(s):

Ed Weiss, DCIU, Morton, PA

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** French, Spanish

296. Secrets of Short Stories: Unlocking the Power of Short Stories

This session will explore the use of short stories as a holistic and effective authentic resource in the high school world language classroom. We will discuss how this easily digestible literary form can be used as a springboard for lessons about culture, geography, and history. The short story, "El desaparecido," from Julio Llamazares's collection TANTA PASIÓN PARA NADA, will be used as a case study. We will explore practical topics such as choosing a short story and setting communicative goals for learning. We will use the unit for "El desaparecido" to demonstrate techniques for creative lesson scaffolding in this context. Attendees will leave with tangible tools to create their own units with an authentic short story at the center.

Organizer/Presenter(s):

Megan Ehrenfeld, Morristown-Beard School, Morristown, NJ

Intended audience(s): High School **Keyword:** Culture/Literature

Language(s) spoken: English **Examples in:** Spanish

297. Hyperdocs for Empowered and Engaged Learning

Spark curiosity by using a hyperdoc, an interactive document that offers a user-friendly extension to Google Classroom or, for those not using Google Classroom, a fast, effective, and well thought-out way to design and implement instruction. By using hyperdocs you can curate and share authentic material with your students, present material, and get feedback. Encourage collaboration, self-directed learning, and use a blended learning environment. Hyperdocs offers differentiation to our students and helps give students a voice in their own learning. Examples of Novice, Mid, and High will be shared. Come experience the excitement of hyperdocs. I will be sharing our Travel unit (Novice–High) and our House and Home unit (Novice–Mid).

Organizer/Presenter(s):

Shannon Lundgren, Bethlehem Central School District, Delmar, NY

Intended audience(s): Secondary (6-12) **Keyword:** Instructional strategies

Language(s) spoken: English **Examples in:** Spanish