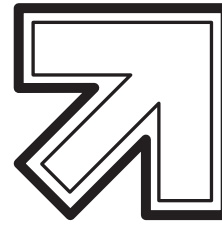


**NORTHEAST
CONFERENCE**
on the Teaching of Foreign Languages



60TH ANNUAL DIAMOND JUBILEE CONFERENCE
in Partnership with MFLA and GWATFL

Developing Leaders for Tomorrow's Learners

Arlene F. White, Salisbury University, Chair



Thursday, March 7 – Sunday, March 10, 2013 | Baltimore Marriott Waterfront Hotel



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2013 NORTHEAST CONFERENCE EVENTS AT-A-GLANCE

Thursday, March 7

7:00 a.m. – 5:00 p.m.:
Registration open
Harborside Ballroom Foyer, 4th Floor

9:00 a.m. – 11:00 p.m.:
SANS, Inc./Mead Fellows meeting
(by invitation)
Iron, 4th Floor

9:00 a.m. – 12:00 p.m.
2:00 p.m. – 5:00 p.m.:
Meeting Rooms
Workshops
(open to ticketed registrants only)

1:30 p.m.
Marriott Waterfront Lobby, 1st Floor
Workshops #12, 13 14, 16, 19
meet for departure to Loyola U and
Peabody Library
(open to ticketed registrants only)

12:00 p.m. – 5:00 p.m.
Meeting of the States
Essex B-C, 4th Floor
(by invitation only)

6:30 p.m. – 8:30 p.m.
Harborside D-E, 4th Floor
Welcome Dinner
(RSVP required)



Friday, March 8

7:00 a.m. – 5:00 p.m.:
Registration/Local Committee/
Hospitality open
Harborside Ballroom Foyer, 4th Floor

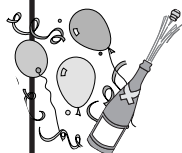
8:00 a.m. – 9:00 a.m.:
Gala Opening of Exhibit Areas with coffee
and muffins! Exhibit Areas visit time!
Harborside Ballroom and Foyer, 4th Floor

8:00 a.m. – 6:00 p.m.:
Exhibit Areas, Silent Auction
and Wall of Recognition open
Harborside Ballroom and Foyer, 4th Floor

9:00 a.m. – 5:15 p.m.:
60- & 75-minute concurrent sessions
scheduled all day (see pgs. 30-31)

11:45 a.m. – 1:00 p.m.
3:15 p.m. – 4:00 p.m.
5:15 p.m. – 6:00 p.m.:
Exhibit Areas visit time!
Harborside Ballroom and Foyer, 4th Floor

6:30 p.m. – 8:30 p.m.:
Awards Ceremony and Reception
Waterview A-D, 1st Floor
All NECTFL attendees are welcome!



Saturday, March 9

7:00 a.m. – 8:30 a.m.:
Past Chairs' Meeting
(by invitation only)
James., 4th Floor

7:00 a.m. – 5:00 p.m.:
Registration/Local Committee/
Hospitality open
Harborside Ballroom and Foyer, 4th Floor

7:30 a.m. – 9:00 a.m.:
NADSFL breakfast (members only)
Heron, 4th Floor

8:00 a.m. – 8:30 a.m.:
Gala Reopening of Exhibit Hall –
FREE coffee & muffins!
Harborside Ballroom and Foyer, 4th Floor

8:00 a.m. – 2:00 p.m.:
Exhibit Areas, Silent Auction
and Wall of Recognition open
Harborside Ballroom and Foyer, 4th Floor

8:30 a.m. – 5:30 p.m.:
60- & 90-minute concurrent sessions
scheduled all day (see pgs. 30-31)

12:00 p.m. – 2:00 p.m.:
Exhibit Areas visit time
Harborside Ballroom and Foyer, 4th Floor

6:30 p.m. – 8:00 p.m.:
Gala Diamond Jubilee Reception
Waterview A-D, 1st Floor
All NECTFL attendees are welcome!

Sunday, March 10

7:30 a.m. – 12:00 p.m.:
Registration open
Harborside Ballroom Foyer, 4th Floor



8:30 a.m. – 10:30 a.m.:
2-hour teaching labs

11:00 a.m. – 12:00 p.m.:
Box lunch for teaching lab attendees

11:00 a.m. – 1:30 p.m.:
Advisory Council Meeting and Lunch
(members only)
Waterview A-D, 1st Floor

3:00 p.m. – 6:00 p.m.:
NECTFL Board of Directors Meeting
(Board members and staff only)
Galena, 4th Floor

Conference Tip!

*Plan your schedule
ahead of time, but
be prepared with
back-up choices in
case a presenter
is forced to
cancel.*



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A welcome letter from the 2013 NECTFL Conference Chair and MFLA and GWATFL Presidents!



Dear Northeast Conference Participants,

Welcome to the 60th annual Diamond Jubilee Northeast Conference, to the Marriott Waterfront Hotel, and to Baltimore!

We sincerely hope that you have a personally and professionally rewarding experience over the next few days. For our part, we shall do our best to live up to our reputation as associations committed to responsive leadership, outstanding professional development and support for the community of world language educators.

Over the course of the next few days, you will have the chance to participate in some familiar and enriching activities ...

- Visit the exhibit areas from 8-9 a.m., 11:45 a.m.-1p.m., 3:15-4 p.m., and 5:15-6 p.m. Friday, as well as from 8-8:30 a.m. and 12-2 p.m. Saturday – or any other time you are free!*
- Attend as many as ten sessions by our profession's "legends" and by up-and-coming presenters with a new take on what happens in the classroom.*
- Enjoy a variety of catered events such as receptions, coffee services, and meals provided by the amazing chefs, banquet managers, and servers at the Marriott Waterfront.*
- Network with familiar and new friends.*
- Get out on the town with native Baltimoreans in the evening – restaurants, museums, cinemas, clubs, concert halls, ethnic neighborhoods.*

... but you'll also find a number of innovations!

- Thematically-related pre- and postconference webinars.*
- The Wall of Recognition with photos and moving tributes written by teachers to honor individuals who have had an impact on their lives and careers.*
- The Silent Auction where you can bid on unique pieces of jewelry, useful and attractive ceramic pieces, baskets of gifts from our state associations, and more!*
- An evening film series for those who prefer to stay in!*
- Hands-on teaching labs Sunday Morning!*

This year, we are delighted to renew the NECTFL/MFLA/GWATFL partnership. Please thank our Local Committee members who are helping with both hospitality and session evaluation. We encourage everyone to join his or her state association and to support all their initiatives on behalf of world language teachers and learners.

We have also been treated royally by the Marriott Waterfront Hotel. I encourage you to send your praise and thanks for good service you observe to the Hotel's General Manager, Ed Rudzinski (Marriott Waterfront Hotel, 700 Aliceanna St., Baltimore MD 21202).

It is both an honor and privilege to serve as your 2013 Conference Chair. Please do not hesitate to approach me when you see me in Baltimore—to provide me with feedback, to make a suggestion, or just to say hi!

Warmly,

Arlene f. White

*2013 NECTFL Conference Chair
Salisbury University*



*Arlene F. White,
NECTFL Chair*



*Kim Shinozaki,
MFLA President*



*Jane Tarwacki,
GWATFL President*

TWO GREAT TRADITIONS AT THE NORTHEAST CONFERENCE! THE “WALL OF RECOGNITION”

Whatever your role in our profession — teacher, administrator, researcher, program director, adviser, association leader, consultant — you are also a life-long learner.

You know how it feels to have been inspired, challenged, cared for, or encouraged by an educator.

You know how it feels to have earned someone’s respect, overcome someone’s disappointment in you, or completely surprised someone by exceeding expectations.

You know who deserves your gratitude ... who should be remembered and honored ... who would be truly thrilled to discover what he or she meant to you.



NECTFL believes in the power of teachers. But we know that individual teachers are not always recognized or honored as they should be. We know that making a difference in someone’s life isn’t always a flashy process that attracts attention.

Starting at the 2012 Northeast Conference and virtually on the

NECTFL website, a special Wall of Recognition celebrates those who have mentored, inspired and taught all of us.

Each honoree is represented on the Wall by a photo and a tribute written by the nominator.

Honorees are memorialized if they are no longer with us and designated as living legends if they are!

All honorees able to be present will be recognized, with their nominators, at our Friday, March 8, evening Awards Ceremony in the Waterview Ballroom on the first floor of the hotel. The Wall with all photos and tributes will be displayed throughout the Conference.

MAKE A BID AT THE SECOND ANNUAL SILENT AUCTION AND TAKE HOME AN ITEM YOU DIDN’T EXPECT TO FIND AT NECTFL!

Valuable classroom materials...

Baskets full of goodies from our member states...

A beautiful piece of ceramic art...

The second Annual NECTFL Silent Auction will take place on Friday from 8:00 a.m. until 5:00 p.m. and Saturday from 8:00 a.m. until 2:00 p.m. in the area next to the escalator on 4th level of The Marriott Waterfront Hotel. Each day will have different items available. Catalogues of the items are available in the auction area. Baskets from many of the states representing the Northeast region will be on display and available for bidding. Throughout the day, we encourage you to visit the area often to view the items offered and to make your bids.

Winners will be contacted via their cell phone so it is important to include that information on the bid

sheet in a legible manner. At 5:00 p.m. Friday and 2:00 p.m. Saturday, the highest bidders will be notified by phone. They will be asked to go to the registration desk on the 4th level to pay for the item with cash, check or credit card. They will then bring the receipt to the auction area and claim their item(s). After 30 minutes, if the item is not claimed, it will go to the next highest bidder. The Marriott Business Office, located on the 3rd level, is open from 10 a.m. to 4 p.m. on Saturday if you wish to mail anything home. On Sunday, you may leave the package with the Concierge in the main lobby and it will be mailed on Monday.

All proceeds from the auction will benefit the professional development opportunities that the conference offers.

THE 60TH DIAMOND JUBILEE ANNIVERSARY NORTHEAST CONFERENCE AWARDS

CEREMONY AND RECEPTION TO BE HELD FRIDAY, MARCH 8 FROM 6:30-8:30 P.M. IN THE WATERVIEW BALLROOMS, FIRST FLOOR - ALL ARE WELCOME!

2013 Northeast Conference on the Teaching of Foreign Languages Annual Award for Outstanding Leadership in the Profession, given in memory of Nelson H. Brooks: HEIDI BYRNES



Heidi Byrnes

Heidi Byrnes is George M. Roth Distinguished Professor of German at Georgetown University where she has been a full-time faculty member since 1977. Her scholarly, educational, and professional interest throughout her career has been the instructed learner and how that learner might be able to reach advanced forms of academic literacy in a classroom setting, most especially because of carefully considered curricular, pedagogical and assessment practices that her or his program provided for the complex intellectual, affective and aesthetic task of learning another language. In that quest she has continuously sought to integrate research, practice, and language education policy.

Born in Germany, Heidi Byrnes first visited the USA under the auspices of the American Field Service high school exchange program, returned in 1964 for full-time residence, subsequently earning a B.A. in Education from the University of Kansas (1967), an MA in Languages and Linguistics from Kansas State University (1969), and a Ph.D. in German/Linguistics from Georgetown University (1979).

During the 1980s, she participated in the theoretical developments that catapulted communicative language teaching to the center of professional interest, particularly through what has been referred to as the proficiency movement in the United States, facilitated by the development of the ACTFL proficiency guidelines, in whose development she was an instrumental participant, and the testing protocol that accompanied it, the OPI.

This work foreshadowed a link that she has maintained throughout her career: exploring the relations between instructed learning, pedagogical praxes and assessment, with a strong orientation toward learners' facility with sophisticated academic texts in all modalities, especially in the development of advanced literacy; and working with professional organizations that provide the environment for the language studies field to encourage, validate and disseminate knowledge, to support teacher educators as they perform their professional work, and to influence the role that language teaching and learning can play in the United States. She has had diverse roles in her home institution (e.g., department chair, Vice President for Academic Affairs) as well as leadership positions in professional organizations and some of their key projects over more than three decades. Chief among these are NECTFL, AATG, ACTFL, the College Board, the MLA, and AAAL.

Under her initiative, her department revamped its undergraduate program by using the notion of literacy in order to link content/culture and language acquisition within an integrated four year curricular sequence that uses genre-based approaches to pedagogies and assessment in order to facilitate

advanced L2 learning and teaching. Unique in its conceptualization and delivery, this project has attracted national and international attention.

Her research has appeared in diverse scholarly journals, monographs and edited volumes. From among these, perhaps the most representative of her interests and approach to adult L2 learning is the monograph, co-authored with H. Maxim and J. M. Norris, *Realizing Advanced L2 Writing Development in Collegiate FL Education: Curricular Design, Pedagogy, Assessment*; (MLJ, 2010, s-1). She has been recognized for her leadership role by several professional organizations, with the AATG's Distinguished Educator award, post-secondary (1989), the ADL's Award for Distinguished Service in the Profession (2002), ACTFL's Nelson Brooks Award (2004) and Wilga Rivers Award for Leadership in FL in Higher Education (2012), and AAAL's Distinguished Scholarship and Service Award (2013). Most recently she has taken on the position of Editor-in-Chief of *The Modern Language Journal*.

Heidi Byrnes' contributions to the Northeast Conference are legion and legendary. She has set a model for leadership in our association that continues to inspire some 23 years after her service as chair. In keeping with the research and pedagogical foci described above, the conference theme she chose for 1990 was "Shifting the Instructional Focus to the Learner." The NECTFL Reports volume of the same title, edited by Sally Sioff Magnan, explored aspects of the topic ranging from the affective domain to the adult learner to child development and learning strategies in context. That volume is dedicated to James W. Dodge, then Secretary-Treasurer of the Northeast Conference, who died suddenly about six months into Heidi Byrnes' tenure as chair. She managed the delicate task of comforting shocked staff, friends and family members, while forging ahead with a conference of such professionalism that, absent the tributes to Jim, was in all respects unaffected by the sad turn of events.

Heidi Byrnes would go on to edit the 1992 Reports, to present outstanding workshops and sessions at NECTFL, and to organize and host one in a remarkable series of panels on how foreign language education is represented at the federal/national level in the U.S. Her effort to gather stakeholders for provocative and frank discussion was intended to develop principles that would underlie a genuine language education policy without which significant progress in achieving our collective mission has been and will remain unnecessarily difficult.

Heidi Byrnes reminds us, in her ability to bridge the profession's age-old chasms and in her insightful, creative, pragmatic and courageous thinking, that NECTFL was founded to bring together colleagues from all contexts, all levels of instruction, all languages and all persuasions - not merely to solve problems, but to celebrate the joy we take together in exploration of new paths toward translingual and transcultural competence for all.

The Northeast Conference expresses its profound appreciation to Heidi S. Byrnes for her innumerable and unique contributions to our organization and the profession as a whole, and for honoring us with her acceptance of the 2013 Nelson Brooks Award.

2013 Northeast Conference on the Teaching of Foreign Languages James W. Dodge Memorial Foreign Language Advocate Award, given outside the profession in recognition of work on behalf of languages: THE HONORABLE JACK MARKELL

It is with deep gratitude and respect that the Northeast Conference confers its Dodge Award on the Honorable Jack Markell, Governor of the state of Delaware. Governor Markell has distinguished himself from



The Honorable Jack Markell

among both serving and past chief executives across our nation with his commitment to education. In too many cases, such commitments involve more lip service than action. Not in the case of Governor Markell! As a result of his work, Delaware's Race to the Top plan was ranked first among those of the 40 states submitting plans. Guided by his brilliant vision, and as noted on the state's website, Delaware "has focused on raising expectations for students; elevating the education profession; providing deep support to the state's lowest-achieving schools and using data to drive decision-making" (emphasis ours). The state also won a federal Early Learning Challenge Grant with a plan to dramatically raise the percentage of high-need children in quality-rated early childhood programs. To equip Delaware students to compete in a growing global economy, the Governor began a World Language Expansion Initiative offering Chinese and Spanish immersion to students beginning in kindergarten. This initiative alone sets the Governor apart as one of the most remarkably prescient and sensible leaders in the country and entitles him to our highest professional accolades.

We invite Official Program readers to share this article from the Governor's website with all their colleagues and to encourage the leaders of their own states to follow his model:

"Next fall, nearly 1000 kindergarteners and first graders will be enrolled in Governor Markell's World Language Expansion Initiative, as seven more schools across the state begin offering students the opportunity to participate in an elementary immersion program studying either Mandarin Chinese or Spanish. This builds off the initial launch of the program, which debuted in three elementary schools in the beginning of the 2012-2013 school year. An annual investment of \$1.9 million will support [the] program reaching nearly 10,000 students in K-8 immersion programs by 2022.

'The ability to speak another language is a life skill that is becoming crucial in the global job marketplace and to our growing state economy,' Governor Markell said, noting that in Asia and Europe, children typically begin learning additional languages as early as 5 years old. 'We have an incredible opportunity for Delaware youth to learn another language before they reach high school, a skill that will benefit them for the rest of their lives.'

Schools participating in the first year of implementation include: McIlvaine Early Childhood Center (Caesar Rodney School District, Kent

AWARDS (Continued)



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County), John. M. Clayton Elementary School (Indian River School District, Sussex County) and Lewis Elementary School (Red Clay Consolidated School District, New Castle County). An additional seven schools will begin offering the program for the 2013-2014 school year. They are:

Spanish Immersion Programs

- South Dover Elementary School (Capital School District, Kent County)
- Pulaski Elementary School (Christina School District, New Castle County)
- Blades Elementary School (Seaford School District, Sussex County)
- West Seaford Elementary (Seaford School District, Sussex County)

Mandarin Chinese Immersion Programs

- Downes Elementary School (Christina School District, New Castle County)
- Wilbur Elementary School (Colonial School District, New Castle County)
- New Castle Elementary School (Colonial School District, New Castle County)

In addition, students participating in the first year of implementation at McIlvaine Early Childhood Center will continue their involvement at either Allen Frear Elementary School or W.B. Simpson Elementary School, bringing the total number of participating schools to twelve.

In the program, children are taught academic content in both languages. The focus is to build proficiency – students being able to use the language – not to teach grammar. The Delaware kindergartners entering the program will be able to continue their immersion study into middle school and achieve Advanced Placement credit in ninth grade. In high school, they will be encouraged to study an additional language as well as continue their immersion language study through dual credit offerings.

'We are absolutely delighted with the Immersion Program at John M. Clayton Elementary School,' said principal Charlynn Hopkins. 'It is exciting to see students learn academic content through a second language. To highlight the success of the program, we will be hosting a Parent Night where all of our Immersion parents can observe how well their child is learning both in English and Spanish and meet their 1st grade English teacher for next year.'

Delaware's immersion model includes 50 percent instruction in the world language and 50 percent in English. Classes have two teachers – one for each language. The program includes one-way immersion, with predominantly native English speakers, as well as two-way immersion, with two language groups such as native English and native Spanish speakers.

More information about immersion and Delaware's program is available through the Department of Education.

Biography

Governor Markell, 52, was born and raised in Newark, Delaware and graduated from Newark High School along with his wife, Carla. He went on to receive an undergraduate degree in economics and development studies from Brown University and an MBA from the University of Chicago. Governor Markell is a Henry Crown Fellow and a Rodel Fellow at the Aspen Institute. He resides in Wilmington, Delaware, with his wife Carla and their two children, Molly and Michael, along with pets, Rue, a mixed-breed dog, Belle, the cat, and Norma, the goldfish.

Governor Markell brings innovative public and private sector experience to the Office of Governor. He began his career in the private sector helping lead the wireless technology revolution as the 13th employee at Nextel (a name he coined), where he served as Senior Vice President for Corporate Development. His other business experience includes a senior management position at Comcast Corporation, work as a consultant with McKinsey and Company and as a banker at First Chicago Corporation. He was elected to three terms as State Treasurer between 1998 and 2008, implementing innovative programs aimed at cutting spending and improving fiscal responsibility. He has been recognized in Delaware and across the country as a leader in promoting policies to help all people achieve their economic potential.

AWARDS (Continued)

Governor Markell has also worked to advocate on behalf of Delawareans and bring national attention to his home state through a number of leadership roles and is currently serving as Chair of the National Governors Association (NGA). His Chair's initiative is A Better Bottom Line: Employing People with Disabilities. The Governor is also:

- Co-Chair of the Common Core Standards Initiative, a joint effort of NGA and the Council of Chief State School Officers to develop Common Core Standards for education
- Board Member, National Assessment Governing Board, nominated by US Education Secretary, Arne Duncan
- Chairman of the National Board of Directors for Jobs for America's Graduates (JAG)
- Former Chair of the Democratic Governors Association (DGA)
- Former Chair of the Education, Early Childhood and Workforce Committee, NGA (July 2010 - Dec 2010)
- Former Vice Chair of the NGA Economic Development and Commerce Committee (Jan 2010 - July 2010)

2013 Northeast Conference on the Teaching of Foreign Languages Teacher of the Year:

(The NECTFL Teacher of the Year will be presented at the Awards Ceremony on Friday, March 9, 6:30 p.m.)



Margarita Boyatzis Dempsey, RIFLA

Ms. Dempsey is a French and Spanish teacher at Smithfield High School. She has received numerous awards and has served RIFLA as president and as Editor of the Gazette.



Anne-Marie Lanz, MFLA

Ms. Lanz is a French teacher at Burleigh Manor Middle School in Howard County. She is currently pursuing a Ph.D. in French Literature. She has won numerous awards and has presented and published widely at local, state, national, and international levels.



Carrie Robertson, GWATFL

Ms. Robertson is a Spanish teacher at Parkdale High School in Prince George's County MD. She has been recognized with numerous awards and has been active as a volunteer in college, at her school, and in her local community.

2013 SANS, INC./MEAD LEADERSHIP FELLOWS

Congratulations to this year's Fellows and best wishes to them as they embark on their leadership projects!



**Douglass Crouse, Foreign Language Educators of New Jersey
French and Spanish teacher – Sparta (NJ)
Middle School**

"Podcast Interviews with Leaders in Language Education on Issues and Topics of Significant to the Field"

My plan is to create an eight-part podcast program in which top language educators and thinkers share their views on topics of greatest significance to the language education community. I plan to host the series, possibly with a co-host. Installments will be recorded beginning in June and be available for weekly download via NECTFL's web site and possibly others, such as ACTFL's and FLENJ's sites and through iTunes. The series would remain on those sites and could be expanded or updated in the future.



**Crystal Dunkin, Maryland Foreign Language Association
Spanish teacher – St. Marys Ryken High School, Leonardtown MD**

"The 'Flipped' Classroom: An Action Research Project Challenging Traditional Classroom Strategies in a Modern Society"

In a typical classroom, teachers lecture and introduce new material during class time and then send students home to practice these new concepts to demonstrate understanding. However, what if there was a better way to monitor student progress rather than the typical homework assignment that seldom challenges a student's proficiency level and/or his/her ability to communicate in a real life scenario? That is the goal of my project. Essentially, a flipped classroom is where the student uses traditional "homework" time to explore, study and understand course material through videos, the internet, textbooks etc. and then uses classroom time to practice the material during class in a more authentic manner, with the guidance of the teacher and help of peers. Thus, for my project, I intend to focus on how changing the delivery of information, namely through autonomous learning modules, can impact or enhance student learning and proficiency levels. I believe that in a world language classroom, students will be able to be very successful in their quest for language acquisition when time for learning new material is an inde-

pendent task for home and classroom time is dedicated to authentic language practice with peers and teachers.



**Jeanne O'Hearn, Massachusetts Foreign Language Association
Spanish teacher – Masconomet Regional Middle School, Topsfield MA**

"How does immersion during the first year of instruction affect students' speaking proficiency and

use of vocabulary and grammar concepts?"

I plan to conduct an action research project with my 7th grade Spanish classes next year which will involve a major change in instructional technique. To develop more communicative competence in my students the majority of class time will be spent immersed entirely in Spanish starting from the beginning of the school year. The research question driving my action research project is: How does immersion in the foreign language during the first year of instruction affect students' speaking proficiency and their use of vocabulary and grammar concepts? I am striving to promote increased communicative competence in my classes so that students will truly own the language. My goal is to adhere to ACTFL's recommendation that communication in the target language should comprise at least 90% of instructional time. By doing so I expect my students to achieve an improved level of proficiency in Spanish. At the same time, I hope to foster a true interest and excitement about the language so that my students will want to continue their studies for many years.



**Deb Orth, Foreign Language Association of Maine
German teacher – Cony High School, Augusta ME**

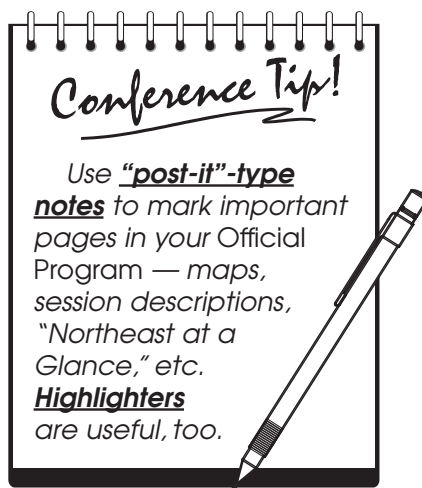
"LinguaFolio and State-Mandated Proficiency Standards for Lifelong Learners"

In 2012, the state of Maine passed new legis-

lation requiring schools to issue standards-based report cards by the year 2017. The principles guiding the educational standards in Maine's public schools should enable students to become clear and effective communicators, self-directed and lifelong learners, creative and practical problem solvers, responsible citizens and integrative and informed thinkers (www.maine.gov/education/lres/pei/index.html). My project is to review my German curriculum as it currently stands and determine how I can ensure that my instruction is proficiency-oriented and standards-based by using the "can do" statements from LinguaFolio as a guide. I

AWARDS (Continued)

will begin with revising the first level, evaluate the successes and failures after the first semester, make adjustments as I begin revising the second, etc. Through this cyclical approach of revising, testing, assessing, adjusting, I aim to create a template that not only helps me revise my own curriculum but can be useful for other language teachers to adapt and follow. Since I believe technological literacy is an essential part of any subject taught in schools today, I am excited about the prospect of archiving my students' work in a digital format that can be peer reviewed and shared beyond the classroom, as is appropriate.



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40. Let's Make Language Learning Active & Fun

Friday, 9:00 AM-10:15 AM, Arabic Suite

Belal Joundeya, Renaissance Academy

Come and join us to see 15 amazing games and activities for teaching vocabulary, conversations, and writing in any target language. These activities will create a dynamic learning experience in your class. Students master topics better when they are fully engaged and having fun. Participants will leave with many ideas for interactive games and activities. 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 school educators.

41. AP German: Teaching Science & Technology in the Interpretive Mode

Friday, 9:00 AM-10:15 AM, Atlantic

John Sundquist, Purdue University

This session will explore instructional strategies for teachers of high school AP German courses and for those at the college level who wish to become more familiar with the new AP curricular framework. The presentation focuses on activities in the Interpretive Mode that deal with the theme of Science and Technology. Participants will view short video clips of authentic materials and discuss sample activities. Print format versions of the activities will be provided, and participants will benefit from hands-on experience and practical advice. In English with examples in German and of special interest to high school and postsecondary educators.

42. Using StoryCorps to Assess Foreign Language Acquisition

Friday, 9:00 AM-10:15 AM, Bristol

Floria Volynskaya, Howard Community College

Lev Volynskiy, Howard Community College Learn the step-by-step process of incorporating StoryCorps, a semester-long project in which students perform and participate in interviews, into any language curriculum. The StoryCorps project stimulates real-life conversation skills and provides opportunities for evaluation in all disciplines: conversation, pronunciation, intonation, vocabulary, fluency, listening and grammar, among others. Presenters will share interview samples from their students as well as examples of assessment rubrics used throughout the semester to evaluate their progress. In English with examples in Russian and English, and of special interest to community college educators.

43. Mead Fellow Session: Teacher Training Program for Teaching Chinese as a Second Language

Friday, 9:00 AM-10:15 AM, Chinese Suite

Daliang Wang, Mercyhurst University

This session focuses on the development of a teacher training program which utilizes local

resources to start Chinese language programs in schools. The project aims to train college-educated native speakers of Chinese to teach Chinese in American schools. By empowering them with knowledge and skills in language education, this project also creates a network for novice teachers by linking school district, college, and local community. In English with examples in Chinese and of special interest to postsecondary educators.

44. ES: Embassy of France: Promoting French Language by Supporting French Teachers

Friday, 9:00 AM-10:15 AM, Essex BC

Marie-Catherine Glaser, Embassy of France

The Cultural Services Department of the French Embassy in the U.S. works to promote French-American cooperation in the fields of culture, higher education, and French language. At the heart of these services, the Department for the Promotion of the French Language contributes its support to a variety of programs by reinforcing the teaching of French at the elementary and secondary levels. Participants will be given updated information and resources that they can use for themselves or disseminate to their students. It includes information about teacher training in France and in the U.S., activities and contests for students, school partnerships, etc. In French with examples in French and of special interest to K-12 educators.

47. Best of NJ: Word Walls in the Foreign Language Classroom

Friday, 9:00 AM-10:15 AM, Harborside D

Ann Banegas, Montclair Kimberley Academy

Iris Erlemeier-Gerald, Montclair Kimberley Academy

Do you want to increase the variety of ways in which you approach vocabulary development and retention with your beginning level language students? This interactive session introduces the word wall and word wall activities as a means to improve both classroom instruction and student outcomes and is based on applied action research on the use of word walls in the foreign language classroom. Participants actively engage in practicing word wall activities that utilize different modalities. A word wall and word wall activity handout will be provided. In English with examples in French, German and Spanish, and of special interest to K-12 educators.

48. Teaching, Assessing, & Grading: Am I Sending the Same Message?

Friday, 9:00 AM-10:15 AM, Harborside E

Gregory Duncan, InterPrep, Inc.

We teach and assess languages differently today than 30 years ago. But is how we grade our students and report progress different? This session aims to help us think through how important consistency is in how we teach, how we assess and how we compute grades (to show progress). The presenter will present actual

samples of teacher grading schemes.

Participants should depart the session with a greater awareness of their current practice. In English with examples in English and of special interest to secondary school educators.

50. Leadership through Communication: Make It Relevant

Friday, 9:00 AM-10:15 AM, Iron

William Brown, Institute of Notre Dame

Develop leaders for tomorrow's learners? Wait; let's also develop tomorrow's leaders by promoting relevant communication activities that encourage independent and critical thinking, core to leadership. In this session, techniques such as humor, wordplay, debate and improvisation are among those that will be demonstrated to push students to engage themselves in communication that is not repetitive or formulaic, and that encourages critical thinking and leadership. Participants will leave with concrete ideas to incorporate in any level class. In English with examples in Spanish and of special interest to high school and postsecondary educators.

51. Implementing Standards: An ACTFL Update

Friday, 9:00 AM-10:15 AM, James

Paul Sandrock, ACTFL

What impact have the national student standards had in the field and what are the latest updates and new initiatives? This session will inform the audience about the final recommendations made from the standards impact grant and present the newly revised ACTFL/NCATE standards. The audience will have the opportunity to react to the ACTFL/NCATE standards and provide input. In English with examples in English and of interest to all.

52. ES: Proficiency Press: Interpersonal, Interpretive, & Presentational Activities

Friday, 9:00 AM-10:15 AM, Kent AB

Patricia Lennon, Proficiency Press

Visit the Proficiency Press session featuring Novice to Intermediate level materials which meet the Common Core Standards. Our materials reflect the interests of today's students providing communicative activities, realia, reading, real-life listening, conversation, writing situations. Fun e-packets organized topically in French, Italian, and Spanish for the novice level are aligned with the ACTFL and the ELA Standards. Handouts lend themselves to immediate classroom use. In English with examples in French, Italian and Spanish, and of special interest to high school educators.

54. Once Upon a Time... Reading & Writing Stories in the World Languages Classroom

Friday, 9:00 AM-10:15 AM, Latin Suite

Jason Slanga, Dulaney HS

Who doesn't like to hear a story? At the youngest ages, children are motivated to read

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and communicate by the stories and characters that we share with them. In this session, teachers will explore new ways to work with the stories in their text, supplement authentic materials for students in introductory levels, and develop students' own writing skills in Latin. Discussions will cover how to make lesson planning easier, and how to assess reading and writing activities. In English with examples in Latin and of special interest to K-12 educators.

55. ES: AIM Language Learning: Jump-start Your Students' Working Fluency in Less Than 100 Hours!

Friday, 9:00 AM-10:15 AM, Laurel AB

Renée Villeneuve, AIM Language Learning

In this interactive session, participants will learn some of the strategies and techniques used in the AIM to better their teaching practices. They will learn how the use of gestures ensures comprehensible input and maintenance of the target language only. They will also learn how to scaffold the learning of their students by extensive modeling and gradual release of responsibility which allows students to develop levels of fluency never seen before. In English with examples in French and of special interest to preK-8 educators. 65. Best of WV: Developing the First Person Viewpoint: Fostering Ownership & Empathy

56. Nuisance or Necessity: Personal Electronic Devices in the Classroom

Friday, 9:00 AM-10:15 AM, Laurel CD

Christina Hubn, Indiana University of Pennsylvania

Personal electronic devices such as cell phones and tablets have found their way into our classrooms - whether we have invited them or not. This session will discuss the role that these devices play in the language classroom, including best practices, current research, potential uses, and how what may seem a nuisance can be a positive medium for our 21st century learners. The presentation will be informational in nature, with the audience participating in discussions, contributing their own activities, and using their own personal electronic devices. In English with examples in Spanish and of special interest to postsecondary educators.

57. The Interactive Student: Enhancing Literature & Culture Study with Technology

Friday, 9:00 AM-10:15 AM, Waterview AB

Emily Horwitz, Charles E. Smith Jewish Day School

Silvia Kurlat Ares, Charles E. Smith Jewish Day School

This session is of special interest to Spanish teachers of intermediate/advanced high school classes who want to integrate technology into their lessons by using authentic literary and cultural

resources in order to enhance integration of Cultures and Communities into the everyday curriculum. The session will present interactive classroom projects focusing on topics such as 20th Century Literature in Spanish as well as social and political issues. Handouts will be provided to participants. In English with examples in Spanish and of special interest to high school educators.

58. ES: Vista Higher Learning: How to Teach Effectively with Authentic Print & Media

Friday, 9:00 AM-10:15 AM, Waterview CD

Norab Lulich Jones, Fluency Professional Development

Authentic materials provide realistic and clear windows into target language, people, products, practices, and perspectives. Experience and practice three focused steps to using authentic print and media consistently and effectively at all levels to motivate and engage students for learning. Practical and interactive approach with a thorough handout. In English with examples in French, German, Italian and Spanish, and of special interest to high school educators.

59. CLIL & Technology in Arabic Language Teaching

Friday, 10:30 AM-11:45 AM, Arabic Suite

Ouajdi Cherif, United Nations Intl School

CLIL (Content and Language Integrated Learning), combined with technology and web 2.0 can yield powerful results in the Arabic language classroom. This approach makes learning the language more creative and develops critical thinking skills and an interdisciplinary approach to teaching and learning Arabic. This session will give participants ideas and tools for integrating CLIL and technology through a hands-on showcase of 2 CLIL units in Arabic. In English with examples in Arabic and of special interest to secondary school educators.

60. Im Kunstmuseum sein oder nicht sein? Das ist die Frage.

Friday, 10:30 AM-11:45 AM, Atlantic

John Stark, Retired

Helene Zimmer-Loew, AATG (ret.)

Participants will visit two art museums in the Midwest; the Milwaukee Art Museum and The Art Institute of Chicago. Session participants will participate in a treasure hunt at the two museums without traveling the 1,000 miles to get to them. Instead of walking through the exhibits, participants will search for art pieces at "stations," and then perform the tasks treasure hunt cue sheets request. Participant will receive digital photos of many of the holdings of these museums, as well as the treasure hunt cue sheets. These materials are classroom ready, and can also serve as a guide for developing similar materials for museums closer to home. In German with examples in German and of special interest to high school and postsecondary educators.

61. ES: EMC Publishing: T'es branché?

Friday, 10:30 AM-11:45 AM, Bristol

Mary Lindquist, EMC Publishing

Preview the all-new, four-level French program from EMC. Each unit, based on an essential question, provides many activities and authentic texts for practicing the three modes of communication and leading to success on the Advanced Placement exam. EMC's innovative online technology featuring Avenue, a video assessment tool and i-Culture, authentic language on video available 24/7, will increase student productivity outside the classroom! In English with examples in French and of special interest to secondary school educators.

62. The Zen of Content-Based Language Teaching

Friday, 10:30 AM-11:45 AM, Chinese Suite

Ginger Lin, Bennington College

Looking for a way to make language class more motivating? In this session, Ms. Lin will demonstrate how she uses Chinese (Chan) Zen stories as the content for an intermediate-level Chinese language course at Bennington College. Attendees will learn how Ms. Lin modifies the stories to make them accessible and will take part in activities simulating those used in the course to engage students in the process of acquiring the target language and understanding the culture. In English with examples in Chinese and English and of particular interest to postsecondary educators.

63. ES: Houghton Mifflin Harcourt: Connect, Collaborate, Communicate! Interactive Tools for Today's Classrooms!

Friday, 10:30 AM-11:45 AM, Essex BC

Thoma Bastin, Houghton Mifflin Harcourt

Daniel Battisti, Houghton Mifflin Harcourt

Colleen McMabon, Houghton Mifflin Harcourt

Collaboration? 21st Century skills? Common Core Standards? Are these some of the buzzwords flying around your department or district? If so, join the Holt McDougal consultants as they demonstrate a variety of new and exciting online, interactive and collaborative tools available to enhance your classroom instruction and reach your next generation learner! In English with examples in French and Spanish, and of special interest to secondary school educators.

66. Best of ME: Create Controversy -- Build Vocabulary!

Friday, 10:30 AM-11:45 AM, Harborside D

Catherine Gram, Falmouth Schools

Wouldn't it be nice if your students WANTED to learn vocabulary? Well, here's an idea that makes that happen. Give your students, any level students, the opportunity to engage in lively conversations on controversial topics! This interactive session will present a variety of ways to help

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students learn vocabulary: circumlocution tasks, personalized questions, games, online flashcards and other simple activities that help students OWN new words. Participants will be given tips on how to create useful vocabulary lists and learn how to conduct class-wide conversations around controversial topics that interest and involve STUDENTS. Assessments and rubrics will be included so participants will have everything necessary to start Monday morning! In French with examples in French and Spanish, and of special interest to high school educators.

67. Promoting French through Francophone Films

Friday, 10:30 AM-11:45 AM, Harborside E

Joyce Beckwith, *Wilmington, MA Public Schools*

The Co-Chair of the AATF Promotion Commission will present three new francophone films. The focus of this session is on project-based learning and film as a valuable tool for promoting French. Handouts including web resources, activities, and assessments for all learner variables will be provided. This is an interactive session where participants will also propose other films, strategies, and techniques for promoting French. In English with examples in French and of particular interest to secondary school educators.

69. Using Authentic Materials for Advancing Proficiency in Reading & Listening

Friday, 10:30 AM-11:45 AM, Iron

Anjel Tozcu, *Defense Language Institute*

This presentation focuses on the importance of using authentic materials for foreign language instruction. Students must have systematic exposure to authentic materials and activities to advance proficiency in reading, listening, text analysis and critical thinking skills. The presentation discusses text types, text modes, task types, text selection, and rating strategies for listening and reading comprehension based on ILR. In English with examples in English and of special interest to postsecondary educators.

70. Integrating Standards-Based Co-Curricular Activities into the Curriculum I

Friday, 10:30 AM-11:45 AM, James

Ben Rifkin, *The College of New Jersey*

Federica Anichini, *The College of New Jersey*

Celia Liu, *The College of New Jersey*

George Watson-Lopez, *Walpole HS*

In this first of two related panel presentations, we will describe how co-curricular activities help world language educators meet the National Standards and recruit students. Then we will discuss activities linked to students' classroom experiences, demonstrating how to plan and run successful cultural events with example activities: events with visiting performers and speakers from the community (Italian) and campus-wide performances in which students participate with artists from the commu-

nity (Chinese). In English with examples in Chinese, Italian and Russian, and of special interest to postsecondary educators.

71. IPA 2.0

Friday, 10:30 AM-11:45 AM, Kent AB

Beatriz Pelaez-Martinez, *Tenafls HS*

Nicole Moretti, *Hillsborough HS*

Using the Integrated Performance Assessment (IPA) model as a foundation for assessments, we have incorporated web 2.0 applications into thematically-based IPAs we use in our classes. Our presentation will combine lecture and student-created examples in both Spanish and Italian. We will present our rationale and the different web 2.0 applications we have used to create these IPAs. The material presented will range from novice to intermediate levels. This presentation is beneficial particularly to teachers who want to find a way to combine the IPA model with technology or teachers who are looking to create their own Interpretive, Interpersonal and Presentational assessments using the Internet as a resource. Extensive knowledge of web 2.0 and the IPA model is useful but not necessary. In English with examples in Italian and Spanish and of special interest to secondary school educators.

73. Taking STEM a Step Further

Friday, 10:30 AM-11:45 AM, Latin Suite

Jonatban Arend, *Dulaney High School*

Although classical languages are left out of STEM curricula, they are uniquely qualified to realize many of its goals. Come and learn how to integrate technology into your pedagogy to not only create connections with other disciplines, but reveal to your students the strands that connect the modern world with antiquity. Topics will range from music and the historical narrative to Perseus and the analysis of a word to Rome and Hollywood. In English with examples in Latin and of special interest to high school educators.

74. Digital Storytelling in the K-8 World Language Classroom

Friday, 10:30 AM-11:45 AM, Laurel AB

Alexandra Shourds, *Powhatan School*

The value of storytelling in our field has been illustrated by the many world language teachers who are already incorporating it through the creative writing process, the PACE model, and the 1998 Northeast Conference Reports, Stories Teachers Tell. Digital storytelling is ideal for all language students to express themselves, learn technology skills, and create authentic pieces in the target language. It also ties into the Technology Literacy component of the ACTFL 21st Century Skills Map. This easy-to-use activity is motivating and fun for the student and teacher. By the time you leave the session, you have the right resources and means to get started implementing digital storytelling into

your curriculum. In English with examples in Spanish and of special interest to elementary school educators.

75. Professional & Practical Task-based Activities for Intermediate Spanish

Friday, 10:30 AM-11:45 AM, Laurel CD

Roberta Lavine, *University of Maryland*

Danielle Cabill Velardi, *Christopher Newport University*

This session explores ways to address students' needs and interests using task-based activities within diverse professional contexts such as green technology or marketing. The approach helps students work with structures and material in different ways. For example, students can discuss their future plans along with exploring emerging fields such as "green" technology. We review ways of creating tasks using backwards design; ask the audience to carry out a sample task; and give participants hands-on practice in creating their own tasks. We will provide guidelines, sample materials and rubrics. In English with examples in Spanish and of special interest to postsecondary educators.

76. Cuba in the Classroom: Cross Content Curriculum

Friday, 10:30 AM-11:45 AM, Waterview AB

Crystal Dunkin, *St. Marys Ryken*

Lindsay Emple, *Charles County PS*

Come and experience Cuba in a new and dynamic way! Come hear about two teachers' study abroad experience in Cuba and learn about unique lesson plans related to Cuban culture. Additionally, learn how you can take daily experiences to create dynamic lessons that meet the goals of the Common Core. The session will focus on politics, education, health care, and US/Cuba relations through four unique lesson plans. In English with examples in English and Spanish and of special interest to high school educators.

77. Engaging Department Leaders to Empower Tomorrow's Learners

Friday, 10:30 AM-11:45 AM, Waterview CD

Nicole Sherf, *Salem State University*

Theresa Caccavale, *Holliston MA Public Schools*

Tiesa Graf, *South Hadley HS/MaFLA*

What are your departmental mission and goals? How do you demonstrate them to the community and how do you measure that you are achieving them? Department leaders are invited to discuss the answers to these questions that ultimately lead to the strengthening of our discipline. A variety of departmental data and a model curriculum will be presented in this interactive session. Participants will learn principles for writing mission statements, developing goals and curriculum, and collecting and analyzing data. Ample handout provided. In English with examples in English and of special interest to preK-12 educators.

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78. Point Alif to Point Baa: Assessment in the Arabic Classroom

Friday, 1:00 PM – 2:00 PM, Arabic Suite

Mouna Mana, National Foreign Language Center

This session will present some concepts and strategies of formative assessment which can be implemented in the Arabic classroom to help learners advance in their Arabic language proficiency. At the end of this session you will understand the link between language proficiency levels, lesson planning, language performance, and formative assessment. The session will be offered in both Arabic and English and will include some useful samples which you can adapt in your own teaching. Tfaddalu! Please join us! In Arabic and English with examples in Arabic and of interest to all.

79. MultiConnections for All Students: Connecting German to the Core

Friday, 1:00 PM-2:00 PM, Atlantic

Keith Cotbrun, American Association of Teachers of German

This session will focus on connecting German to the Common Core and making German relevant to all learners. Participants will learn

strategies and become acquainted with materials designed to make German programs more attractive to various minority populations. The rich history of German-speaking Europe, Germany's universal recognition as a cornerstone for excellence and its role as America's largest European trading partner make a solid case for the relevance of German in today's curriculum. The Common Core State Standards are driving today's educational agenda – learn how the German curriculum can ensure all students are college and career ready. In English with examples in German and of interest to all.

80. From a World Famous Scientist to AP Italian Thematic Lessons

Friday, 1:00 PM-2:00 PM, Bristol

Paola Scazzoli, Montgomery County Public Schools

This session demonstrates the development of interdisciplinary units for the AP Italian Language and Culture classroom. By analyzing the life and work of the famous Italian scientist, Dr. Rita Levi-Montalcini, the presenter will show how to develop some of the six AP themes into units of instruction. Participants will learn how to design an interdisciplinary unit, how to diversify activities and themes within units of work, and how to incorporate the different

communication modes of AP Italian Language and Culture into their products. They will share ideas, ask questions, and receive materials. In Italian with examples in Italian and of special interest to secondary school educators.

81. ES: Better Chinese LLC: Successful iPad Classrooms for Lesson Delivery, In-Class Activities, and Self-Study

Friday, 1:00 PM-2:00 PM, Chinese Suite

James Lin, Better Chinese LLC

Experience an interactive medium that elevates language learning to a new level of fun and effectiveness. This session introduces the implementation of iPad classrooms to facilitate lesson delivery, in-class communicative activities, and self-study at home. Aligned with ACTFL standards, the assessments are centered on the "can-do" statements with audio/visual/written records. Participants will experience first-hand the nature of a holistic iPad classroom that integrates necessary components of learning. In English with examples in Chinese and of interest to all.

ACTFL is coming to Orlando in 2013! Please join us.

SAVE THE DATE

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OCTOBER 24

Deadline to Make Housing Reservations

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The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, where learning comes alive, features over 600 educational sessions covering a wide spectrum of the language profession addressing the theme *New Spaces, New Realities: Learning Any Time, Any Place*. More than 250 exhibiting companies will be showcasing the latest products and services for you and your students. The ACTFL Convention is an international event bringing together over 6,000 language educators from all languages, levels and assignments within the profession.

Visit www.actfl.org for all Convention information and program updates!

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82. ES: Wayside Publishing: AP Bootcamp with APprenons: Scaffolded Challenges for Multi-level Classrooms

Friday, 1:00 PM-2:00 PM, Essex BC

Elizabeth Zwanziger,

Brittany Selden,

APprenons, a textbook tailored to the 21st century learner, offers AP students (and others) differentiated, authentic communicative activities targeting language proficiency, AP exam preparation strategies, and opportunity for linguistic and cultural growth. Thematic chapters each dovetailing with multiple AP themes address relevant themes and provide contemporary vocabulary. APprenons addresses the challenges of multi-level classrooms, bridging the gap between Novice High and Pre-Advanced proficiency levels. In English with examples in French and of particular interest to high school and postsecondary educators.

85. ES: Breaking the Barrier: The Ideal Lesson Plan: Ten Steps to Total Fluency

Friday, 1:00 PM-2:00 PM, Harborside D

John Conner, Groton School/Breaking the Barrier, Inc.

In this session, John Conner, Spanish teacher & Dean of Faculty at Groton School and author of the acclaimed Breaking the Barrier series, leads participants through 10 activities guaranteed to make classes more productive and exciting. Videoclips of his own students will be shown, and the ideas presented can be used in your classroom the next day. John will end the presentation with a quick look at the new iPad version of the series, showing how its amazing features benefit teachers and students alike. In English with examples in Spanish and of special interest to high school educators.

86. ES: SANS Inc.: Extend Language Learning to 24/7 with SANSSpace Virtual

Friday, 1:00 PM-2:00 PM, Harborside E

Chip Howe, SANS, Inc.

"SANSSPACE." -The Virtual Language Learning Space for PCs, MACs, iPads, Androids. Flexible learning 24/7. Enables on-line assignments of any audio, video, web content. SANSSpace tracks each student's work and provides more collaboration with Text Chat and Audio/Video Pairs. With the virtual comparative recorder, students produce in the target language, review their work, re-record to improve and save it for teacher review in an e-portfolio. In English with examples in Spanish and of special interest to high school and postsecondary educators. 96. Taking It up a Level: Teaching the German AP Course

88. Transcending Disability: Learning Leadership from Yvonne Pitrois

Friday, 1:00 PM-2:00 PM, Iron

Rachel Hartig, Gallaudet University (ret.)

Marginalized by deafness and blindness, circumscribed by the limitations of her era, Yvonne Pitrois would seem to offer an unlikely leadership model to the modern reader. Certainly, her own path to leadership was challenging. The shock of becoming deaf and blind at the age of seven could have paralyzed her capabilities lifelong. But a wise education led her to develop in maturity the strength and initiative to pursue the dual careers of writer and activist on behalf of the deaf and deaf-blind. Presentation followed by question and answer period; handouts provided. In English with examples in English and French and of special interest to high school and postsecondary educators.

89. Building Global Competencies -- The Global Academy Model

Friday, 1:00 PM-2:00 PM, James

Michelle Campbell, Wilson School District

Today's students must be able and willing to take risks, collaborate cross-culturally, be open minded and respectful of diversity, and embody a global awareness that will enable them to be productive contributors to a 21st century global economy. This session will describe a Global Academy, a smaller learning community that focuses on World languages and culture, business entrepreneurship, intercultural collaboration, the humanities, and community service. We will share specific examples of intercultural collaboration as well as elements of community collaboration and partnerships. We will also share with you how we are measuring the success of this academy and the performance of our students who elect this learning option. In English with examples in English and of special interest to high school educators.

90. Best of MA: Studying Vocabulary with Electronic Flashcards on Smartphones & Other Computers

Friday, 1:00 PM-2:00 PM, Kent AB

Jon Aske, Salem State University

Communicative language teaching emphasizes that vocabulary should be learned mostly incidentally. Focused, out-of-context study of vocabulary has thus been de-emphasized in language teaching. However, some think it's important to promote a certain type of decontextualized vocabulary study at the beginning so that students can learn incidentally from many types of natural, comprehensible inputs. The preferred tool for this is the time-honored flashcard, now available as electronic flashcards, for use in smartphones, tablets and other devices. Verb forms and morphological and syntactic patterns can be practiced as well. Some context may be embedded in these cards, which have many advantages. This presentation will feature one of the most popular flashcard applications: Anki which is free on most platforms. In Spanish with examples in Spanish and of special interest to high school and postsecondary educators.



Working to expand and improve K-12 Arabic language education in the Americas.



92. Easily Enriching & Engaging the Youngest Minds with Latin

Friday, 1:00 PM-2:00 PM, Latin Suite

Matthew Webb, Milton Public Schools

Latin teaching and Latin's audience has changed. Creative, modern, hands-on approaches are enthusing elementary-school children about Latin and language, and are allowing teachers to harness Latin's benefits in manageable yet meaningful ways. Come learn about

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student enrichment programs, teacher workshops, and student scholarships that support these goals. You'll view videos, participate in discussions, build products, and leave with free resources you can use on Monday. In English with examples in Latin and English and of special interest to elementary school educators.

93. Instilling Critical Thinking through Self-Correction

Friday, 1:00 PM-2:00 PM, Laurel AB

Gisela Cordero-Cinko, Red Bank Charter School

How many hours do teachers spend correcting compositions hoping that students will read each comment and understand grammar structures? Is it working? This session will discuss the advantages of allowing students to do self-corrections of their compositions/essays in order to help them better comprehend grammar structures in a foreign language classroom. Copies of sample activities for all levels will be provided to the audience as part of our discussion. In Spanish with examples in Spanish and of special interest to middle school educators.

94. ES: Santillana USA Publishing Co.: Español Santillana's Print & Technology Make Language Learning Fun!

Friday, 1:00 PM-2:00 PM, Laurel CD

Mario Nuñez, Santillana USA Publishing Co, Inc.

Español Santillana's secondary Spanish FL program integrates traditional print resources and state-of-the-art technologies to develop effective communication skills, maintain motivation through a fun and engaging storyline with an online student presence, all presented through culturally authentic and relevant contexts. In English with examples in Spanish and of special interest to middle school educators.

95. Chocolate con Churros

Friday, 1:00 PM-2:00 PM, Waterview AB

Karolyn Rodriguez, Hamden Public Schools

Laura Rodriguez, AATSP

Who doesn't love chocolate? Learn about the history of chocolate, from the Aztecs to the present day, and how chocolate permeates a variety of cultures. This presentation explores the origins of chocolate, its introduction into Europe and how chocolate is enjoyed by many different nations. In English with examples in Spanish and of special interest to secondary school educators.

96. AATF Session: Advocacy Strategies for Teachers of French

Friday, 1:00 PM-2:00 PM, Waterview CD

Jayne Abrate, AATF/ Southern Illinois University
Sister Mary Helen Kasbuba SSJ, Chestnut Hill College

The presenters will provide concrete strategies and materials for addressing threats to French programs due to budget constraints, retirements, and other issues. Enrollment and retention, building support networks, and generating positive publicity will be addressed. AATF resources to support these efforts will be presented. In French with examples in French and of particular interest to high school and post-secondary educators.

98. The EU in dEUTsch

Friday, 2:15 PM-3:15 PM, Atlantic

Helene Zimmer-Loew, AATG (ret.)

John Stark, Retired

The Eurozone has recently been in the middle of debates about financial markets, social stability, and European prosperity. Participants will engage in hands-on, small group classroom activities that reinforce the teaching of the German language, European geography, the Euro as the currency of Germany and Austria, and the economic impact of the EU on world markets. Connections with the content of social studies, political science, and economics will be featured. In German with examples in German and of special interest to high school and post-secondary educators.

99. Trends & Issues in Languages Other Than English in Higher Education

Friday, 2:15 PM-3:15 PM, Bristol

Nelly Furman, Modern Language Association

David Goldberg, Modern Language Association & ADFL

The goal of this session is to give participants a national overview of major trends and issues in the learning and teaching of languages in higher education based on surveys, reports, and research of the Modern Language Association. Topics will include discussion of faculty distribution, language requirements, curricular expansion, the job market, and organizational changes. Educational systems, K-12 and postsecondary education, are co-dependent and changes in one may impact the other. Discussion could address areas of articulation between them. In English with examples in English and of special interest to postsecondary educators.

101. La Martinique: Que sais-je?

Friday, 2:15 PM-3:15 PM, Essex BC

Claire Kew, Salisbury University

Teachers are consistently told that the future of French looks bleak. Indeed, in French Melancholy, Éric Zemmour states, "...even the French elite have given up. They don't care anymore. They all speak English." However, with 200 million speakers, the French language is thriving... in France's former colonies. Come increase your Martinican knowledge, and leave with activities that are easily integrated into your existing language curriculum. Hands-on activities and no previous knowledge of the island of Martinique is required. In French with examples in French and of special interest to high school and postsecondary educators.

104. Operationalizing Communication in the World Languages Classroom

Friday, 2:15 PM-3:15 PM, Harborside D

Rosanne Zeppieri, Independent Consultant

Priscilla Russel, Princeton Regional Schools

Sberry Sizemore, West Windsor-Plainsboro School

Operationalizing Communication in the World Languages Classroom is a session designed to equip teachers with a range of student-centered, communicative strategies in the three modes of communication. These learning tasks build student proficiency and flexibility in language usage. Participants will take part in a series of activities from pair activities to a literature-based approach, as the presenters involve the audience in "doing" student-centered learning tasks that they will be able to infuse into their classrooms. In English with examples in English and of special interest to PreK-12 educators.

105. National Board Certification for World Languages

Friday, 2:15 PM-3:15 PM, Harborside E

Michelle Kindt, Hershey Middle School

Discover the ins and outs of National Board Certification for World Language Educators of Spanish and French. This session will take you through the philosophy, elements, and process of submitting a portfolio to the National Board of Professional Teaching Standards. Attendees will leave with an understanding of this extremely rewarding professional development opportunity. The presenter is a National Board certified middle school French teacher. In English with examples in English and of special interest to K-12 educators.

107. ES: CLE International/FDLM: Outils numériques: du Manuel à la matrice

Friday, 2:15 PM-3:15 PM, Iron

Bruno Lombard, CLE International/FDLM

Au cours de cette présentation nous verrons comment conjuguer la sécurité d'un enseignement reposant sur l'exploitation du manuel traditionnel avec la dynamique impulsée par l'outil numérique dont les fonctionnalités ne cessent de s'étendre. In French with examples in French and of interest to all.

108. Promote Academic Honesty with Students, Parents, Educators, & Administrators

Friday, 2:15 PM-3:15 PM, James

Jessie Yaun, Thurgood Marshall Academy

Ali Campot, Thurgood Marshall Academy

Marielys Garcia, Thurgood Marshall Academy

Do you find students, parents, educators, and administrators don't always understand the intricacies foreign language instructors face when it comes to Academic Dishonesty? Learn how to promote Academic Honesty through awareness, procedures, and policies. We will share resources that foster discussion and reflection as many are not aware of why their actions could be construed as

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dishonest, including the use of translators and the over-reliance on "help" from others. We will discuss policies and procedures, and how to enforce them. Moreover, participants will learn practical ways to tweak the writing and peer-editing process to reinforce Academic Honesty. In English with examples in English and Spanish, and of special interest to high school and postsecondary educators.

109. My Frequency Dictionary & I

Friday, 2:15 PM-3:15 PM, Kent AB

Sbaron Hellmann, Henry Barnard School

This session will introduce you to the frequency dictionary, a dictionary of the most commonly used words in the language you teach. You will learn how to select and use this important tool. You will view sample lessons, textbooks, and worksheets, learning how to modify them to maximize use of high frequency language. You will leave the session able to create lessons on the spot using the frequency dictionary to guide planning. You will experience the use of a clicker response system to gather data. In English with examples in Spanish and of interest to all.

112. ES: Santillana USA Publishing: Understanding by Design: Curriculum & Instruction in the Spanish FLES Class

Friday, 2:15 PM-3:15 PM, Laurel AB

Mario Nuñez, Santillana USA Publishing Co, Inc.

In Wiggins and McTighe's Understanding by Design framework, teaching a "big idea" and "teaching with the end in mind" are core principles. During this presentation, Descubre el español con Santillana, a new Spanish elementary FLES curriculum, will be used to illustrate how Understanding by Design can be supported through instructional materials and technology. In English with examples in Spanish and of special interest to elementary school educators.

113. Assessing & Tracking Student Oral Language Proficiency through Debate

Friday, 2:15 PM-3:15 PM, Laurel CD

Sarah Jay, Prospect Hill Academy Charter School

In crowded middle and high school classrooms, how do we hold students to high standards of oral language use throughout the year? How do we judge their oral proficiency? In this session, participants will explore how debate can be used as a formative and summative assessment, developing students' interpersonal and presentational speaking to culminate in a formal debate before a panel of target-language speaking judges. The presenter will share the essential questions, her department's backwards planning, debate assessment rubrics and benchmarks, and data collection procedures. Time provided for audience questions and discussion of applications to other schools. In English with examples in Spanish and of special interest to high school educators.

114. Teaching Spanish to Heritage Spanish Speakers/Learners

Friday, 2:15 PM-3:15 PM, Waterview AB

Aixa Said-Moband, New Jersey City University

Spanish heritage speakers' levels of fluency are very diverse when taking into account their oral proficiency and literacy skills. While some institutions have designated courses for Spanish heritage learners, others have accommodated them in classes where Spanish heritage and non-heritage speakers are mixed, which poses great challenges. This session will tackle critical questions such as what variety of Spanish to teach, what to do with code-switching (Spanglish), whether differentiated instruction helps Spanish heritage learners develop or expand their existing language skills, and how to address Spanish heritage learners' (socio)linguistic needs. The session will provide guidelines, instructional strategies, and activities for teaching Spanish as a Heritage Language. In Spanish with examples in English and Spanish and of particular interest to high school and postsecondary educators.

115. Setting & Assessing Performance Targets

Friday, 2:15 PM-3:15 PM, Waterview CD

Paul Sandrock, ACTFL

How do students know where they are going or how close they are to reaching their goals? Learn how to set realistic performance targets and build assessments and instructional units around them. By identifying targets for students' performance, teachers can design effective assessments in which students apply their language skills in real situations. Teachers then focus instruction on what students need to meet these expectations. In English with examples in multiple languages and of interest to all.

117. Looking beyond Disney: Furthering Intercultural Communication through Folklore

Friday, 4:00 PM-5:15 PM, Atlantic

Jennifer Peterson, University of Minnesota

Gisela Hoeberl-Alden, Boston University

Since technology facilitates unmediated global communication, language instruction must systematically integrate intercultural analysis and communication strategies. Rooted in social functions of storytelling, folktales highlight cultural values and themes ranging from foreignness, change, and nature to family. The presenters will show folklore-based commercials, songs, art, film clips, and political propaganda to demonstrate how to create engaging activities and assess student work. Activities analyze how folklore is reflected in literature, art, politics, even national currencies. The session demonstrates how to engage students affectively and analytically at all levels. Short presentations and hands-on activities require active audience participation. In English with examples in German and of special interest to high school and postsecondary educators.

118. Language Means Business: Beginning-Advanced Students for the Global Marketplace

Friday, 4:00 PM-5:15 PM, Bristol

Anamaria Banu, Catholic University of America

Amanda Sheffer, Catholic University of America

Knowing a second language gives a job applicant an edge! Make your students more marketable on their resumes. Build connections with businesses for possible funding for study abroad or scholarships. Show your administration your language means business. This session explores using the language classroom to prepare beginning through advanced students of French and German for their future careers. We discuss our implementation of business topics in the beginning stages of language teaching, presenting examples of how students engage with new customs and review grammar. Specific practical activities provided. In English with examples in French and German and of special interest to high school and postsecondary educators.

120. Learning to the Beat of a Different Drum

Friday, 4:00 PM-5:15 PM, Essex BC

Sherri Harkins, Wicomico County PS

Teaching to your own beat? Try a different drum - the Peruvian box drum and its rich cultural history. Learn about how this instrument is used across levels and languages to make strong culture and content connections. Learn beginning box drum skills. Leave with ideas, lesson seeds, and confidence to use the Peruvian box drum as one tool to meet the 21st century/Common Core challenge! In English with examples in French and Spanish, and of special interest to secondary school educators.

123. Best of NY: Movie Making & Green Screens

Friday, 4:00 PM-5:15 PM, Harborside D

Kenneth Hughes, Independent Consultant

Release your inner-Spielberg as Ken Hughes works with you to learn about how movie making can be integrated into your foreign language curriculum. Filming, lighting, software, editing, and publishing will all be covered. The ability to know how to use a computer and video camera will greatly help participants in benefiting fully from this session. In English with examples in French and English, and of interest to all.

124. Getting Behind the Wheel: Driving Your OWN Professional Growth

Friday, 4:00 PM-5:15 PM, Harborside E

Gregory Duncan, InterPrep, Inc.

Alyssa Villarreal, Memphis City Public Schools

If what the teacher does is the most important variable in student achievement (as abundant research suggests), what is it that effective world language teachers do? What are the strategies that effective teachers employ to plan, to teach, and to assess? How do effective world language teachers collaborate with stakeholders, and how

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do they continue to grow as professionals? Teacher evaluation, while important, is often a dead end. Very little happens after the event. How can we grow beyond that? This session focuses on a model that allows teachers to take charge of their own professional growth. Come learn about the TELL (Teacher Effectiveness for Language Learning) Project and how it can help you maximize your effectiveness in establishing a learning environment, planning, teaching a lesson, assessing, choosing resources, collaborating with your program's stakeholders and growing as a professional. In English with examples in English and of interest to all.

125. Serving It Hot: Strategies for Incorporating Thinking Skills into a Lesson

Friday, 4:00 PM-5:15 PM, Iron

Bertrand Tchoumi, Baltimore City Public School Systems

Participants will discuss and develop strategies for creating activities that allow students to engage in higher order thinking by manipulating information and ideas to solve problems and discover new meanings and understandings. They will be equipped with instructional strategies that will transform their students from passive consumers to producers of knowledge. They will also receive ready to use activities as well as online resources on the subject. In English with examples in French and of special interest to secondary school educators.

126. Common Core & World Languages: An Implementation Model

Friday, 4:00 PM-5:15 PM, James

Rosalie Cheatham, University of Arkansas at Little Rock

Reflecting the performance expectations of the Common Core standards and their alignment with the standards for language learning, this session offers participants strategies for redesigning course activities and projects so that students acquire knowledge and skills to use language successfully in the real world. Techniques for emphasizing authentic culture and for assuring that all modes of communication are developed and assessed appropriately, including a redesign matrix applicable to all languages, are provided. In English with examples in French and of special interest to high school and postsecondary educators.

127. Integrating Standards-Based Co-Curricular Activities into the Curriculum II

Friday, 4:00 PM-5:15 PM, Kent AB

Cori Anderson, University of Illinois at Urbana-Champaign

Holly Didi-Ogren, The College of New Jersey
Tulia Jimenez-Vergara, The College of New Jersey
 In this second panel, three different presenters will discuss sample activities that link co-curricular experiences with the curriculum. Our exam-

ple activities will be: a cultural festival (Japanese), storytelling (Spanish), and the preparation and sampling of food (Russian). All the activity frameworks will be linked to the National Standards to help attendees meet learning objectives, build community support for languages, and recruit students. In English with examples in Japanese, Russian and Spanish, and of special interest to postsecondary educators.

130. ES: REAL LANGUAGE right away: Real Language right away

Friday, 4:00 PM-5:15 PM, Laurel AB

Elizabeth Roberts, REAL LANGUAGE Right Away

Presenters from The Avery Coonley School in Downers Grove, Illinois, have developed an innovative approach for language instruction, resulting in the publication of the REAL LANGUAGE right away program, a unique communicative approach for beginner French and Spanish students. Through their conversational model, students are able to have a meaningful exchange in the target language right away. Their activities would serve as a foundation for an elementary and middle school world language program and easily support high school programs as well. In English with examples in French and Spanish and of special interest to preK-8 educators.

131. 21st Century Assessment Initiatives in the Glastonbury Public Schools

Friday, 4:00 PM-5:15 PM, Laurel CD

Rita Oleksak, Glastonbury Public Schools

Lynne Campbell, Glastonbury CT Public Schools

Rebecca Comenale, Glastonbury Public Schools

With a long history of an articulated sequential program in place, the Glastonbury Foreign Language Program has had the opportunity to participate in national assessment pilots including the ACTFL Assessment of Performance Towards Proficiency in Languages (AAPPL), as well as the Oral Proficiency Interview computerized (OPIC), and the Writing Proficiency Test (WPT). Join us for a conversation where we will share our initial results and the implications for student success at the higher ed level both in and outside foreign language classrooms. Presenters will highlight these topics and their most recent assessment grant work centered around intercultural competence, a key 21st Century Skill. In English with examples in Chinese, French, Latin, Russian and Spanish, and of interest to all.

FRIDAY

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134. Collaboration & Connection with Core Subjects

Saturday, 8:30 AM-9:30 AM, Arabic Suite

Eman Maamoun, Amana Academy Charter School
Djaouida Bensadoun, Amana Academy Charter School

In this session, we will share with the audience detailed steps they can follow to integrate easy collaboration and build strong connections between specific units in core subjects (Science, the Environment and Social Studies) and Foreign Language. Examples from kindergarten through 6th grade will be included and will reflect both the ACTFL Standards and the GPS (Georgia Performance Standards). Participants will build awareness of and appreciation for the importance of collaboration. We will give simple and easy to implement techniques to build a foreign language unit and will introduce several methods to keep the students interacting. In English with examples in Arabic and of special interest to K-8 teachers.

135. Writing an Article and Having It Favorably Considered: Some Pointers

Saturday, 8:30 AM-9:30 AM, Atlantic

Robert Terry,

What is the process for submitting an article? What happens to the article once it is submitted. What does a reviewer look for? What typical errors do authors make? Discover what makes a good article – from the author's, the reviewers', the readers', and the editor's points of view. Learn how to transform a conference presentation into a paper for publication in a scholarly journal. In English with examples in English and of special interest to high school and postsecondary educators.

136. The Use of Art to Teach Language

Saturday, 8:30 AM-9:30 AM, Bristol

Nancy Smith, Allegheny College

Using various Powerpoint slides of famous paintings the presenter will demonstrate how to integrate the study of grammar and vocabulary with culture. Levels from beginning to advanced and an explanation of why it's important to use art will be included. Examples are in Spanish but could be adapted with other paintings to any language. In English with examples in Spanish and English and of special interest to high school and postsecondary educators.

138. ES: Houghton Mifflin Harcourt: News & Networking: Tomorrow's Technology Today

Saturday, 8:30 AM-9:30 AM, Essex BC

Colleen McMabon, Houghton Mifflin Harcourt
Thoma Bastin, Houghton Mifflin Harcourt
Daniel Battisti, Houghton Mifflin Harcourt

We'll share HMH's "News and Networking" feature in Spanish and French to give students access to

high-interest articles and video with updates throughout the school year. Activities to support the articles and video are included. We will demonstrate how your students have the ability to share comments about the articles and videos via a monitored blog. Participants will receive free 120-day access to this site! In English with examples in French and Spanish, and of special interest to secondary school educators.

141. Got Tech? Now What?

Saturday, 8:30 AM-9:30 AM, Harborside D

Mercè García, The Chestnut Hill School

Tired of asking for technology and then not knowing what to do with it? Looking for more interactivity for your language classes? Do you want to know how to make technology a tool in your daily instruction, not the aim of it? Need to learn apps that will work, need ideas for projects and activities? Many schools have invested a lot of resources in technology, but teachers are not always comfortable using these resources. Many of the apps that have been developed target other areas of school curriculum. Foreign language apps tend to be flashcard oriented with English translations. This session will provide you with proven and ready-to-use ideas on how to integrate technology into your classroom activities. An online reference will be provided to every attendee. This session will be beneficial both to "digital natives" and "digital immigrants." Although the examples given come from an elementary school classroom, they can be adapted across all age levels. In English with examples in Spanish and of interest to all.

142. ES: University of Ottawa: Preparing for French Immersion in University

Saturday, 8:30 AM-9:30 AM, Harborside E

Marc Gobeil, University of Ottawa

Discover a communicative approach for intermediate and advanced French students that combines content and form. Separating language from content can create gaps in students' abilities. By using authentic French materials in support of subject courses like history or economics, students at the University of Ottawa develop FSL skills in specific areas of expertise and professions. In English and French with examples in French and of special interest to high school and postsecondary educators.

144. Resources for Less-Commonly-Taught Language Programs

Saturday, 8:30 AM-9:30 AM, Iron

Betsy Hart, National Foreign Language Center
Jiabang Li, National Foreign Language Center

This session will introduce participants to STARTALK's many publicly available resources to support language learning and teacher training programs. The resources include guides and templates for curricula, units, lessons, and field

trips, resource lists and sample materials for less-commonly-taught languages, online professional development workshops, and teaching demonstration videos. In English with examples from multiple languages and of interest to all.

145. ES: Vistas in Education: Quelle est la vie d'un jeune ado aujourd'hui en France?

Saturday, 8:30 AM-9:30 AM, Kent AB

Lara Cornell, Vistas in Education

Are your students curious about the everyday life of a French teenager? This presentation by a young French intern, a native speaker of French, will give teachers a snapshot of adolescent life in France in 2013. You will learn about the academic, extra-curricular, social and family life of today's teenagers. The Power Point presentation will be given to attendees to share with their American students. In French with examples in French and of special interest to secondary school educators.

147. Latin Instruction: From the Street to the Elite

Saturday, 8:30 AM-9:30 AM, Latin Suite

Stephan Dukofsky, Williamsburg Charter High School

In a continually evolving classroom setting, the instruction of Latin has lost none of its relevance, but it remains the challenge of a strong instructor to continually acquire new strategies and techniques in order to achieve realistic classroom goals, as well as rescue the language from being branded as "elitist." This session will draw upon the presenter's experience at both an inner city Charter school in Brooklyn NY as well as Hunter College, and seek to share experiences and strategies that will both benefit Latin instructors at any level or environment, as well as challenge our conceptions of Latin's purpose and role in realistic and diverse classroom settings. In English with examples in Latin and of special interest to high school and postsecondary educators.

148. ES: Wayside Publishing: Bridging the Gap with Tejidos: Preparing Your Pre-AP/Pre-IB Students

Saturday, 8:30 AM-9:30 AM, Laurel AB

Janet Dannemiller Parker, College of William & Mary

Catherine Schwenkler, The Global Learning Collaborative NYC

Participants will engage in an interactive, multimedia presentation incorporating Integrated Performance Tasks that target intermediate levels of Spanish. Tejidos is an innovative program that prepares students in Level IV, Pre-AP and Pre-IB who are on track for the AP Language and Culture and IB Exams. We will demonstrate how to successfully integrate authentic resources that enhance instruction of language and culture, creating opportunities for communication. In English with examples in Spanish and of particular interest to high school and postsecondary educators.

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149. ES: iEARN-USA: Discovering Languages through Project Based-Learning

Saturday, 8:30 AM-9:30 AM, Laurel CD

Curtis Young, iEARN-USA

iEARN-USA enables young people worldwide, working in collaboration and dialogue, to make a meaningful contribution to the health and welfare of the planet and its people. Through project-based learning, teachers around the globe have been able to use our projects to enhance language learning activities in the classroom. This session will show examples of our virtual projects and show how educators can use them for language learning. Since 1988, iEARN-USA has pioneered the use of the Internet and other innovative technologies to engage youth worldwide in collaborative project-based learning to address curriculum subjects and take action on global issues. In English with examples in English but applicable to all languages. Of special interest to high school educators.

150. Integrating Literature & Communication Skills

Saturday, 8:30 AM-9:30 AM, Waterview AB

Sister Mary Helen Kaszuba SSJ, Chestnut Hill College

Sister Jean Faustman SSJ, Chestnut Hill College

Students of literature frequently lose ground in interpersonal communication from lack of practice. This session will explore useful techniques, such as role playing, letter writing, and interviews that will keep students focused on practical uses of the language while at the same time exploring complex topics. The presenters will provide examples and outcomes taken from a variety of French and Francophone literature courses. In English with examples in French and of special interest to high school and postsecondary educators.

151. Best of NH: Authentic & Thematic: Using Music to Create Thematic Units

Saturday, 8:30 AM-9:30 AM, Waterview CD

Kara Jacobs, Kingswood Regional HS

Using authentic material, such as popular songs, music videos, interviews with famous musicians and articles, upper level students are engaged and inspired to communicate about current events and culture. A unit about the 2011 Student Movement in Chile focusing on the song "Shock" by Ana Tijoux will be emphasized through hands-on participation during this session. Other examples that will be shared are: immigration, environmental issues, narcoviolence in Mexico. Participants will see how students can "access" authentic material in order to learn about a variety of thematic units. Participants will also see how engaged students can be when using music as the focus point of a unit. In English with examples in Spanish and of particular interest to high school educators.

152. The Rush to Content-Based Courses in Arabic Curriculum

Saturday, 9:45 AM-10:45 AM, Arabic Suite

*Rajaa Chouairi, United States Military Academy
John Baskerville, USMA*

The eagerness to quickly transfer from Arabic basic and intermediate level courses to content-based courses, thus bypassing advanced language courses, could be a major error. What is the most efficient way of formulating an Arabic curriculum? What courses to teach beyond the first 2 years? When to introduce content-based courses? These are a few questions we shall address. In English with examples in Arabic and of special interest to high school and postsecondary educators.

153. Kinder in Deutschen Schulen

Saturday, 9:45 AM-10:45 AM, Atlantic

Kathy Fegehy, Antietam HS/AATG

What's new in the world of youth in Germany? The awareness of children and youth culture is vital to maintaining current materials for instructing German at all levels, but especially for K-12 teachers. This session will share learning units developed in Leipzig at an AATG-sponsored seminar. The themes are specific to current trends in the lives of young people. Topics will include contemporary music, fashion, and reading trends. Participants will leave with ideas for Monday morning, as well as with ideas for future thematic units. In English or German with examples in German and of special interest to K-12 educators.

154. Characteristics of Effective Virtual Language Programs: National Survey Findings

Saturday, 9:45 AM-10:45 AM, Bristol

Catherine Ingold, National Foreign Language Center

Anna Jacobson, National Foreign Language Center

Jiabang Li, NFLC at UMD

What are the essential and necessary conditions for virtual language learning? How are these conditions being met in virtual language programs that are available in the U.S.? This session will share results of, and guidelines developed from, a national survey by STARTALK of virtual language programs. Participants will receive a hard copy of or the link to the guidelines. Plenty of time will be devoted to a Q & A discussion. In English with examples in English and of interest to all.

155. NECTFL Teacher of the Year Session: Chinese Teachers' Bag of Tricks

Saturday, 9:45 AM-10:45 AM, Chinese Suite

Lucy Chu (Luy) Lee, Livingston HS

Teachers need interesting activities, cool ideas, fun projects, and stimulating games to engage today's students. In this session, the presenter will demonstrate various games and strategies to reinforce

Chinese language learning in meaningful contexts. Teachers will learn how to incorporate these techniques into standards-based instruction and will leave with ideas for their own classrooms. In Chinese with examples in Chinese and of special interest to secondary school educators.

156. A Night at the Museum & More

Saturday, 9:45 AM-10:45 AM, Essex BC

Lisa Lilley, Springfield Public Schools

ACTFL's 2010 National Language Teacher of the Year will highlight several "out of the box" activities and mini-projects designed to engage students and lead to meaningful production of the target language. You'll hear many creative ideas, including how students can create a virtual visit to a museum or go on a different kind of scavenger hunt via letterboxing, and you'll gain lots of helpful resources. Participants will be challenged to consider future activities by reviewing the skills required to advance in proficiency over simply choosing them for fun. Handout and wiki link will be provided. In English with examples in English, French and Spanish, and of special interest to secondary school educators.

159. Students at the Center of the Learning Experience

Saturday, 9:45 AM-10:45 AM, Harborside D

*Rosanne Zeppieri, Independent Consultant
Priscilla Russel, Princeton Regional Schools*

Studies clearly indicate that the more students have opportunities to use language in real-life situations the more efficiently they build proficiency. This session will demonstrate the difference between adding pair and small group activities to a teacher-centered class and transforming lessons to be student-centered. Attendees will take part in a variety of task-based experiences and reflect on ways to transform their classrooms to be tailored to student needs. In English with examples in French and Spanish and of special interest to secondary school educators.

160. Best of MD: STEM Incorporation in the Beginning Level of World Language

Saturday, 9:45 AM-10:45 AM, Harborside E

Maria Lorena Grewe, Washington County Public Schools

This session will demonstrate how to integrate STEM in Spanish 1, using food and kitchen vocabulary, and can be adjusted for most languages. Participants will receive worksheets and activities they can take back and use immediately in their classroom. Designed for those who do not have computers readily available for their students in the classroom. In English with examples in Spanish and of special interest to secondary school educators.

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162. Helping Students to Study More Effectively

Saturday, 9:45 AM-10:45 AM, Iron

Margaret Haggstrom, Loyola University Maryland

"I don't understand French." "I study all the time, I think that I understand the material, but fail the exams." All too often these are the concerns and frustrations that our students bring to us, but because they are expressed in such general terms, it is difficult for us to know how to help them. This session will describe concrete ways to help students study the material in their textbooks more effectively, to self-monitor their learning so that they know if they understand a concept and can recognize when to use it in new contexts, and ways to help them identify exactly what they don't understand so that the instructor is better able to help them. In English with examples in English and French, and of special interest to high school and postsecondary educators.

164. Métissage culturel dans les Antilles francophones

Saturday, 9:45 AM-10:45 AM, Kent AB

Emmanuelle Vanborre, Gordon College

In this session, the presenter will introduce texts, films, and songs from the French Caribbean and give examples of how to teach diversity in the language classroom. Participants will discover and experience several original activities that they can use in their classroom. In French with examples in French and of special interest to high school and postsecondary educators.

166. Snappy Lesson Starters: Begin Class with Eagerly Engaged Students

Saturday, 9:45 AM-10:45 AM, Latin Suite

Thomas Arentz, Sparrows Point High School

You only get one chance to make a first impression. Every lesson starts with a bell ringing; are your students engaged? This session will teach participants tricks to motivate students once that bell rings. Instruction will be given in English, with examples in Latin (prior knowledge of Latin is not required). Participants will compose their own lesson starters for rehearsal among peers, and volunteers will present their ideas in a non-judgmental, friendly atmosphere. Participants will leave with ideas ready to use the next time the bell rings. In English with examples in Latin and of special interest to high school educators.

167. The Challenges of Building an Elementary FLEX Curriculum

Saturday, 9:45 AM-10:45 AM, Laurel AB

Gina Guerrero, Darien Public Schools

Building a foreign language program is challenging. Given the variety in elementary foreign language programs throughout the country, it is important to build a curriculum that is viable and valuable to students. Using the plan-

ning materials created by Darien Public Schools, you will investigate ways you can build a quality program in your district. The session includes a hands-on component, and participants will leave with the planning materials for use in their own schools. In English with examples in Spanish and of special interest to elementary school educators.

168. Mead Fellow Session: Departmental Speaking Assessment Strategic Planning - Initial Mead Project Results

Saturday, 9:45 AM-10:45 AM, Laurel CD

Nicole Sherf, Salem State University

2012 SANS Inc/Mead Leadership Fellow will report on the initial results of her project. She will outline the steps that she has taken in her department to develop course- and program-based strategies, standards and rubrics for assessing speaking proficiency, and a process by which to analyze student success at reaching target proficiency levels. Participants will see the process by which consensus was built and will brainstorm ideas for their own departments. Time will be built in for attendees to discuss application and tools for use in their own districts. Applicable to all levels. In English with examples in English and of special interest to postsecondary educators.

169. Early Literacy Strategies: Segue to Common Core W-L Standards

Saturday, 9:45 AM-10:45 AM, Waterview AB

Alice J. Feret, East Carolina University

Interested in easily expanding your current classroom strengths to increase student-student communication in L2? Teachers whose background traditionally has focused on literature, culture, and methodology, will discover new strategies that will stimulate authentic student conversation in small group settings. Attendees will participate in strategies introduced by the presenter during a narrative and Powerpoint presentation. In English with examples in Spanish and of special interest to secondary school educators.

170. Maintain Target Language: Strategies Supporting Common Core Standards

Saturday, 9:45 AM-10:45 AM, Waterview CD

Paul Sandrock, ACTFL

ACTFL's Position Statement recommends "language educators and students use the target language as exclusively as possible (90% plus) at all levels of instruction." Participants build repertoire around why and how to use target language to achieve the goals of the national standards for learning languages while developing literacy as described in the Common Core State Standards. Learn practical strategies to implement this goal. In English with examples in multiple languages and of interest to all.

171. Teacher of Arabic Language K-12 (TALK12) Meeting

Saturday, 11:00 AM-12:00 PM, Arabic Suite

Steven Berbeco, Foreign Service Institute

The goal of TALK12 is to exchange curriculum ideas, develop teaching skills and other best practices, and support each other as professionals. Our sessions and meetings since 2009 have been great successes, and we look forward to including teachers, administrators, and other interested educators in our work. In English with examples in Arabic and of interest to all.

172. Promoting Student Motivation with Autonomous Learning Activities

Saturday, 11:00 AM-12:00 PM, Atlantic

Cynthia Chalupa, West Virginia University

Heiko ter Haseborg, West Virginia University

An important aspect of encouraging lifelong learning, the Fifth C ("Communities"), is increasing student motivation. Based on the results of a classroom study, this session examines the influence of autonomous learning activities on student motivation and their perceptions of the learning process. Speakers will provide concrete examples and materials for fostering autonomous learning in the classroom. Information will be delivered via PowerPoint and through a web-based learning platform, which the students themselves use. Programs will include applications of Blackboard, Xtranormal, and video software, among others. In English with examples in German and of special interest to high school and postsecondary educators.

173. The Language Enterprise in the US: The Public & Private Sectors

Saturday, 11:00 AM-12:00 PM, Bristol

Bill Rivers, JNCL-NCLIS

The language enterprise in the US stands at the nexus of globalization, intercultural communications, and the spread of stability and democracy worldwide. In the US, it encompasses an astonishing diversity of professionals engaged in enabling or supporting the exchange of information among cultures. These professionals include teachers, interpreters, translators and many others, whose work in the public and private sectors add \$15b or more to the US economy. The session describes how the Joint National Committee for Languages and the National Council for Language and International Studies is bringing these two sectors together. In English with examples in English and of interest to all.

174. Teach Chinese Reading & Writing with Technology

Saturday, 11:00 AM-12:00 PM, Chinese Suite

Zenan Song, CCLTCD University of Maryland

Hailan Wei, CCLTCD University of Maryland

Students need to learn how to write through deepening their understanding of the target lan-

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CFP: Fourth International Conference on the Development and Assessment of Intercultural Competence

January 23-26, 2014
Tucson, Arizona

Preparing and Supporting K-16 Language Teachers to Teach for Intercultural Competence in and beyond the Classroom

With keynote speaker Joan Kelly Hall (Pennsylvania State University) and plenary presenters Carl Blyth (University of Texas at Austin), Maria Carreira (California State University, Long Beach) and Toni Theisen (ACTFL President).

Deadline for submission of proposals for papers (including online papers), symposia, posters and workshops: April 1, 2013

The complete call details are at <http://tinyurl.com/9p4ew2v>



guage culture. Moreover, they should improve reading and writing skills in a more collaborative, meaningful, authentic and self-motivated learning environment. The presenters will teach the participants to write Chinese words collaboratively and explain their meanings by showing videos, and then demonstrate how to employ the technology to publish writing into videos and on the website. Participants will develop skills of using high technology which can essentially enhance meaning negotiation and learning motivation among students. In Chinese with examples in Chinese and of special interest to preK-12 educators.

175. Taking on the Tough Guys: Homework, Grading, & Providing Feedback

Saturday, 11:00 AM-12:00 PM, Essex BC

Lisa Lilley, Springfield Public Schools

Motivation is key to learning a language. But is the homework we assign motivating to our students? Do our grading policies encourage or discourage them? How can we give good feedback when our teaching load is so heavy? This session will delve with humor into these tough issues and offer different perspectives on homework, grading, and ways of providing feedback that work for students and the teacher. Small groups will be employed during the presentation to help partici-

pants process information through roleplay and share their own thoughts on grading, homework, & feedback. Participants will leave with substantial food for thought as well as resources via a detailed handout and link to a wiki to help them as they think about new approaches to grading that they can begin to implement bit by bit. In English with examples in English and of special interest to secondary school educators.

178. Apps for the Four Skills: Reading, Writing, Speaking & Listening

Saturday, 11:00 AM-12:00 PM, Harborside D

Catherine Ritz, Arlington Public Schools

There are many apps out there, and figuring out which ones will be effective with your students is daunting! In this session, you will learn about apps that enhance student learning in the four skill areas. Student examples will be shown and ideas for incorporating apps into existing class work or projects will be discussed. Appropriate for teachers interested in iPad, iPod, or iPhone apps. In English with examples in French and Spanish and of interest to all.

179. ES: Pearson: Abriendo paso & AP Spanish Test Prep® 2014 Digital Editions

Saturday, 11:00 AM-12:00 PM, Harborside E

Cathy Wilson, Pearson

Be ready for the new AP® Spanish Language and Culture Exam with Pearson's new programs, both written by José Díaz. See how the two programs integrate the Themes, Essential Questions, and Contexts from the Curriculum Framework with authentic sources, media, and extensive language practice. Plus, check out the new Digital Courseware that provides time saving 21st century tools for your AP class! In English with examples in Spanish and of special interest to high school educators.

181. Bridging the Gap

Saturday, 11:00 AM-12:00 PM, Iron

Stacy Blair, Essex Street Academy

Christopher Barley, Essex Street Academy

Bridging the gap: I'm not talking about "The Achievement Gap," but rather the disconnect between veterans and newbies! We've all struggled in our first year and recognize a need for such collaboration. This session will open a reflective and productive dialogue between experienced and excited (shall I say "fearful"?) beginners to provide all with tangible strategies for time management, organization and self-monitoring that can be implemented in the classroom. Creative solutions to common casse-têtes! In English with examples in French and Spanish and of special interest to secondary school educators.

183. Marvelous Liaisons

Saturday, 11:00 AM-12:00 PM, Kent AB

Patricia Mosele, University of Colorado at Boulder

The question: How do you take a dry, complex, and difficult topic from French phonetics and make it meaningful and motivating for college students who just want to speak French, travel the Francophone world, expand their world views, and interact in new cultures? My response: Use technology creatively to give students a virtual immersion experience outside the classroom (by "flipping" some course content), provide a solid pedagogical foundation that builds linguistic and cultural skills, and use the classroom for cross-cultural communicative interaction. Voilà! Website, course guide, and sample activities will be shared. In English with examples in French and of special interest to postsecondary educators.

186. A Guide for Developing World & Critical Language Teachers

Saturday, 11:00 AM-12:00 PM, Laurel AB

Catherine Ingold, National Foreign Language Center

Mouna Mana, National Foreign Language Center

Anna Jacobson, NFLC

In 2010, NFLC/STARTALK published a white paper addressing the need for the nation to deal more

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systematically with teacher preparation, certification, support, and professional development in order to assure the supply of effective and certifiable teachers of critical languages. Subsequently, STARTALK developed a Program Guide for Teacher Development. This session presents the Program Guide, including its six principles, topics, teacher can-do statements, suggested strategies and experiences, and resources. The audience will discuss implications for teacher credentialing, enhancement of teacher education capacity, and options for offering effective training for teachers in various stages along the development continuum. In English with examples in English and of special interest to postsecondary educators.

187. CAPLfrançais: Using Culturally Authentic Images in the Classroom

Saturday, 11:00 AM-12:00 PM, Laurel CD

Katrine Pflanze, Washington and Jefferson College
Jean Copeland, J.R. Masterman Lab/Demo School

The Culturally Authentic Pictorial Lexicon in French, or CAPLfrançais, is an extensive collection of photographs shot in French-speaking locations. This open-source database provides a refreshing and up-to-date alternative to publisher-generated material that may be generic and lead students to false equivalences. The presenter will lead participants in analyzing specific examples of authentic images from CAPLfrançais. They will create activities that foster interpersonal and presentational communication at multiple levels of instruction and proficiency. Participants will discover the advantages of using authentic images to teach culture and vocabulary simultaneously. In English with examples in French and of interest to all.

188. Mead Fellow Session: Nervous When Talking to Native Speakers? Help Them with Pragmatics

Saturday, 11:00 AM-12:00 PM, Waterview AB

Jim Ventosa, Marriotts Ridge High School

Our students often hear: "Fernando is from Chile. You're studying Spanish. Talk to him!" Even proficient students are often reluctant to start conversations with native speakers. By looking at how pragmatics are used to teach students who are socially-challenged, we can help our students improve their conversation skills as well. In English with examples in Spanish and of special interest to high school and postsecondary educators.

189. Best of PA: Higher-Order Thinking Activities in the Novice Level Classroom

Saturday, 11:00 AM-12:00 PM, Waterview CD

José Ricardo Osorio, Shippensburg University

Often times, the activities that novice level students do in the classroom center on lower-order thinking. Novice students are usually asked to recall information, make lists, and name objects. Very seldom are they engaged in activities that require analyzing, evaluating or creating. Teachers may think that because of

the students' weak linguistic skills, they cannot perform higher-order thinking activities. In this presentation, attendees will participate in a series of higher-order thinking activities designed for novice level students. The activities link the interpretive mode with the interpersonal and/or the presentational modes. At the end of the session, the presenter and the attendees will discuss the pedagogical implications of higher-order thinking activities in a novice level foreign language class. In English with examples in Spanish and of interest to all.

190. Promoting Interpersonal Communication in the K-12 Arabic Classroom

Saturday, 2:15 PM-3:45 PM, Arabic Suite

Richard Cozzens, Roland Park Country School
Rosi Greenberg, Arabic Summer Academy

In this hands-on session, participants develop techniques and activities to get students communicating in the target language from their very first day in the classroom. Using examples drawn from novice and intermediate high school Arabic classrooms, the presenters share activities that promote authentic written and spoken interpersonal communication in the K-12 foreign language classroom. Participants have the opportunity to share their own successes and challenges in promoting student-centered target-language communication and to adapt session activities for immediate use in their own classrooms. The presentation is in English, and accessible to teachers of all languages, but is of special interest to K-12 teachers of Arabic.

191. Walking in the Footsteps of German Immigrants in DC

Saturday, 2:15 PM-3:45 PM, Atlantic

Claudia Bornboldt, The Catholic University of America

Craig Childers, Goethe-Institut Washington
Tabea Muenz, The United Church

In this session, we will present images, maps, historical facts and personal accounts of German immigrants and German heritage sites in Washington (ca. 15-20 minutes). We will present ideas on how this information might be used in the German classroom and, in small groups, we will didacticize the material. The goal is to prepare instructional units, teaching materials, and ideas for excursions to the historical sites. Participants will leave with their own materials. In German with examples in German and of special interest to high school and postsecondary educators.

192. ES: Breaking the Barrier: The iPad in the Classroom - Breaking the Barrier!

Saturday, 2:15 PM-3:45 PM, Bristol

John Conner, Groton School/Breaking the Barrier, Inc.

The iPad provides an incredible platform for language learning! John Conner, Dean of Faculty at

Groton School, will demonstrate the many features of the iPad version of his series, including its audio and video capabilities. The iPad allows students to check work as they move through a unit, freeing up class time for other activities. Come learn about a technology that could help revolutionize learning! In English with examples in Spanish and of special interest to high school and postsecondary educators.

193. Maximizing Outcomes in the Chinese Classroom

Saturday, 2:15 PM-3:45 PM, Chinese Suite

Yu-Lan Lin, Boston Public Schools

This session provides five steps to design a well-balanced and sequenced instruction that aims to maximize students' language outcomes. Participants will examine the difference between and impact of language skills-getting and skills-using activities through small group discussions and watching video clips. As an end product, participants will design a lesson that embeds both language elements and communication strategies into five well-balanced and sequenced instructional plans. In English with examples in Chinese and of special interest to K-12 educators.

194. AP Themes- & Standards-Based Curriculum Development

Saturday, 2:15 PM-3:45 PM, Essex BC

MaryEileen Kirchner, Abington School District

How do ACTFL Proficiency Guidelines, AP Themes, Common Core Standards, and WL Standards work together to create one great WL program and curriculum in your school? Learn how to make it happen in this informative and interactive session. Participants will receive tools and a template to create their own AP Themes-Based spiraling curriculum grades 7-12. In English with examples in French and Spanish and of special interest to secondary school educators.

197. World Language Programs: Crossing over into the Mainstream

Saturday, 2:15 PM-3:45 PM, Harborside D

Mary Elizabeth (Betsy) Hart, National Foreign Language Center at UMD

Lori Roe, Cape Henlopen School District
Lucy Chu Lee, CLASS

How does one think outside of the box about implementing new language programs? This session will feature panelists who will provide an overview of the demand for world languages and relate how they harnessed this demand into identifying partners and developing successful advocacy strategies, creatively using resources to establish new programs. They will share their strategies and facilitate brainstorming on how participants can identify and leverage existing resources in developing an interest in and demand for new world language programs. In English with examples in English and of interest to all.

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198. Best of CT: FRENCH: Connecticut's #1 Language of International Business

Saturday, 2:15 PM – 3:45 PM, Harborside E

John Hegarty, Conard School (West Hartford CT)

Une minute papillon! Chinese, Spanish and Latin are nice options, but what language is really helping to pay our bills? This workshop explores the ironic situation where French continues to be the most lucrative language of international business in Connecticut, yet French language programs are being axed around the state. We will review the role French plays in maintaining the state's economy, what industries rely on French-speaking markets, review the general public's unawareness of its prominence and discuss the importance of matching curriculum with 21st century demands of high-tech industries. We will see what specific sectors are using French. This presentation is strong on advocacy and can help promote French as an economically vital language of the 21st century. In French and English with examples in French and English and of interest to all.

200. Learning Hebrew through Multiple Intelligences

Saturday, 2:15 PM-3:45 PM, Iron

Cheryl P. Berman, SAU District 50

This session addresses student learning styles for students in Hebrew school and middle school students preparing for their Bar/Bat Mitzvah touching on all Multiple Intelligences. Activities will be interactive and informative. Many activities apply to ALL languages. No previous knowledge of Hebrew necessary for this session. Something for everyone! In English with examples in Hebrew - and of special interest to preK-8 educators.

202. Best of VA: Antonin Carême: Quand la cuisine devint un art

Saturday, 2:15 PM-3:45 PM, Kent AB

Fabrice Teulon, Virginia Tech

La vie extraordinaire d'Antonin Carême (1784-1833) se confond avec une des périodes les plus mouvementées de l'Histoire de France. Ce premier "chef" va véritablement révolutionner la cuisine traditionnelle pour en faire un art à part entière et va contribuer à donner à la gastronomie ses premières lettres de noblesse. Extensive bibliography provided. In - with examples in French and of special interest to postsecondary educators.

204. Iter Museum: A Latin Tour of the Metropolitan Museum of Art's Roman Galleries

Saturday, 2:15 PM-3:45 PM, Latin Suite

Ronald Janoff, Montclair State University

Stephan Dukofsky, Williamsburg Charter High School

Come enjoy listening to spoken Latin by joining Dr. Janoff and Mr. Dukofsky in a virtual tour of the Metropolitan Museum of Art's Roman Galleries conducted in Latin. In an encouraging, non-threatening, and surprisingly comprehensible manner, the presenters - using slides - will recre-

ate the tour they conducted for more than 40 participants in New York last spring. Fifteen specific works of Roman sculpture and painting are viewed and described with emphasis on surprising details. Participants are encouraged to engage in a simple back and forth with the speakers and each other as the "iter" proceeds. Participants receive a printed list of works to be viewed and a short vocabulary of common phrases and technical art terms. No prior experience in speaking Latin is required, and there is no obligation to speak. Simply listening as works are described in the language spoken by the creators of the works provides an enriching cultural experience. In Latin with examples in Latin and of special interest to high school and postsecondary educators.

205. Using Microsoft One Note to Share Resources & as a Digital Binder

Saturday, 2:15 PM-3:45 PM, Laurel AB

Sandra Sacbar, Calvert School

Elsa Bofill-Polsky, Calvert School

Angel Menefee, Calvert School

Are you looking for an easy way to collaborate and share resources with your colleagues? Are you tired of your students losing papers from their binders? We have a solution to share with you! With step-by-step instructions you will acquire a tool to: find, organize, use and re-use content; create and share content; connect and collaborate with others; and be on your way to a paperless classroom. In English with examples in French and Spanish, and of special interest to middle school educators.

206. Hollywood Remake of French Movies: The Good, the Bad, & the Ugly

Saturday, 2:15 PM-3:45 PM, Laurel CD

Christine Gaudry-Hudson, Millersville University

There are no current US policies on the remakes of foreign films because they are not produced under the Writer Guild's jurisdiction. Should they be? A close examination of three French remakes will allow participants and their students to compare and contrast so they develop a better understanding and appreciation of the relationship between languages and cultures. The presenter will discuss effective strategies in teaching culture with authentic materials using films, and will show how these materials can be adapted and used in learner-centered classrooms. Handouts will be provided. A brief PowerPoint will outline what screen writers have said about remakes; three French films will then be reviewed through short video clips and activities: Dinner with the Schmucks, three Men and a Baby and Mixed Nuts. Active participation will be a MUST! In French with examples in French and of interest to all.

207. Ir de Chateau

Saturday, 2:15 PM-3:45 PM, Waterview AB

Laura Rodriguez, AATSP

Joaquin Rodriguez, Hamden High School

Karolyn Rodriguez, Hamden Public Schools

We can't serve the wine, but we can serve the tapas! This presentation is a glimpse into a daily part of life in Spain; the social aspects of bar-hopping "Ir de Chateau," which is an integral part of Spanish culture. Spaniards enjoy their pinchos while they socialize. This presentation focuses on the cultural aspect of "Ir de Chateau," and the tapas and cuisine of Spain. This unit can be used in any classroom that teaches about food and cultural differences in cuisine and socializing. In English with examples in Spanish and of special interest to secondary school educators.

208. Motivating Your Students: Strategies from Noah Geisel, the Teacher of the Year

Saturday, 2:15 PM-3:45 PM, Waterview CD

Paul Sandrock, ACTFL

Noah Geisel, ACTFL

The National Language Teacher of the Year will share classroom strategies that have proven effective in motivating students and promoting their use of the target language both within and beyond the classroom. ACTFL's National Language Teacher of the Year Program will be presented as it relates to the larger public awareness campaign Discover Languages ... Discover the World! In English with examples in multiple languages and of interest to all.

211. Bringing a Multicultural Dimension to Language Students in Every Class!

Saturday, 4:00 PM-5:30 PM, Bristol

Rebecca Stanton, Groton School

This session is geared to language teachers who are eager to incorporate rich cultural content into the classroom on a daily basis. It will highlight different techniques and sources to be tapped, including literary pieces, movies, clips, online resources, social media and others, all of which bring a multicultural dimension and awareness to language students. Teachers attending will also have the opportunity to collaborate and learn from each other. In English with examples in French and of special interest to high school and postsecondary educators.

212. Invigorating the Chinese Classroom with STEM

Saturday, 4:00 PM-5:30 PM, Chinese Suite

Janice Dowd, Independent Consultant

Mary Curran, Rutgers University

Lucy Chu (Luy) Lee, Livingston HS

In the 21st Century, combining STEM (science, technology, engineering, and mathematics) with Chinese language classrooms provides a way to build a sustainable and well-articulated language program. In a FLAP grant, the presenters paired with university science professors to create scientific thematic units. Teachers will be presented with an actual unit and will see examples of student work to learn how the use of content-rich material invigorates the linguistic aspects of the class. The audience will explore the units

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and techniques for including these innovative strategies in their classes. In English with examples in Chinese and of interest to preK-8 educators in all languages.

213. ADIOS BORING! Hola Team-Teaching, Games, & Fun!

Saturday, 4:00 PM-5:30 PM, Essex BC

Jennifer Cibelli, Holmdel High School

Kaitlyn Mulhern, Holmdel High School

Are you tired of the same few games you play in your classroom? Are you ready to stop calling on the same volunteers and have ALL of your students actively participating? Are you having difficulty team teaching during your Spanish class due to the needs of your students? Don't you want your student to LOVE every minute of your class and not stare at the clock? Come to this session and find out how we work together to give our students the best experience ever! Learn new games that you can use at ANY level, for ANY theme and ANY language! In English with examples in Spanish and of special interest to high school educators.

216. Best of WV: Conozcan a Ennio: Motivate & Teach with Popular Music

Saturday, 4:00 PM-5:30 PM, Harborside D

Terri Marlow, Parkersburg HS

Music is inspiring, motivating and educational - traditional and popular songs are authentic documents for teaching/learning vocabulary, grammar, sentence structure, culture and more. This session introduces teachers to the singer who is continuing the JUSTO LAMAS concerts, and demonstrates how to use one of his songs to experience both language and culture. Activities for Novice and Intermediate levels will be presented and practiced. The session is a "learn-by-doing" explanation of classroom activities, of how music can be used to enhance all of the language-learning themes suggested by the College Board, and of how it fulfills the goals of each of the 5 C's. Plus - ENNIO himself will appear and sing at the end of the session! In Spanish with examples in Spanish and of special interest to high school educators.

217. Best of RI: DI and MI Revisited

Saturday, 4:00 PM-5:30 PM, Harborside E

Dana Ramey, RIDE Induction Coach/RIFLA

We are all being faced with greater accountability for student learning, especially with more stringent evaluations being implemented. In this hands-on session, we will revisit Differentiated Instruction strategies and discuss how to use them with Multiple Intelligences to help us reach all students and improve their learning. This session will model uses of differentiated strategies. It is expected that participants are familiar with these strategies, but that familiarity is not necessary in order to leave the session feeling renewed, validated and ready to implement DI strategies in their very next lesson. In English with examples in English and of special interest to preK-12 educators.

219. Mead Fellow Session: Building Grassroots Constituencies to Promote Practice

Saturday, 4:00 PM-5:30 PM, Iron

Christopher Gwin, Haddonfield Memorial High School

This session provides a quick history of the SJWLI-South Jersey World Languages Institute, an example of building a grassroots constituency. After a description of the current model and a short presentation of the initial results of the Mead Fellowship project, the audience will engage in discussion of how to support single-entity world language teachers in individual schools, how to build constituencies without adding more work hours to the day and how to network effectively to create dynamic learning collaborations among world language teachers, especially in schools with no world language administrative leadership in place. In English with examples in multiple languages and of special interest to secondary school educators.

221. Staying in the Target Language: Comprehensible Input & Beyond

Saturday, 4:00 PM-5:30 PM, Kent AB

Helena Curtain, University of Wisconsin - MKE (Emerita)

We take for granted that teachers will use the target language at least 90+% of the time, but we do not always take the time to clearly delineate how this is to be daily accomplished. This session will provide teachers with practical strategies for providing comprehensible input, establishing and maintaining a target language environment including how to answer the difficult questions related to the use of English during the language class. In English and of special interest to preK-12 educators.

223. Acquiring Vocabulary: It's Not Just Flashcards!

Saturday, 4:00 PM-5:30 PM, Latin Suite

Keith Toda, Brookwood High School

Tired of students "learning" vocabulary for a quiz and then immediately forgetting it afterwards? Learn how to get students past simply "memorizing" vocabulary and into "acquiring" and "taking ownership" of their knowledge. Active strategies in the target language will be addressed, as participants themselves will take part! These activities can easily be adjusted to any language classroom. In English with examples in Latin and of special interest to secondary school educators.

224. Applied Linguistics: The Basis for Developing World Language/ ESOL Leadership

Saturday, 4:00 PM-5:30 PM, Laurel AB

John De Mado, John De Mado Lang. Seminars, LLC

The missing piece in undergraduate and, sometimes, graduate education in the USA is formal exposure to the field of Applied Linguistics. Methodology will not lead to language acquisition without, at least, a basic understanding of how the human mind creates and acquires language. Want to lead? Come to this session! Be ready to laugh heartily and to reflect profoundly! In English with examples in French, Italian and Spanish, and of interest to all.

Conference Tip!

Get out into the city!

Ask someone at the Hospitality Desk to recommend free Baltimore activities or to point out inexpensive restaurants. Go see a foreign film — even if movie tickets are more expensive in a big city than in your home town, a movie is still cheaper than many other forms of evening entertainment. Use the Circulator — it's a great way to get around.

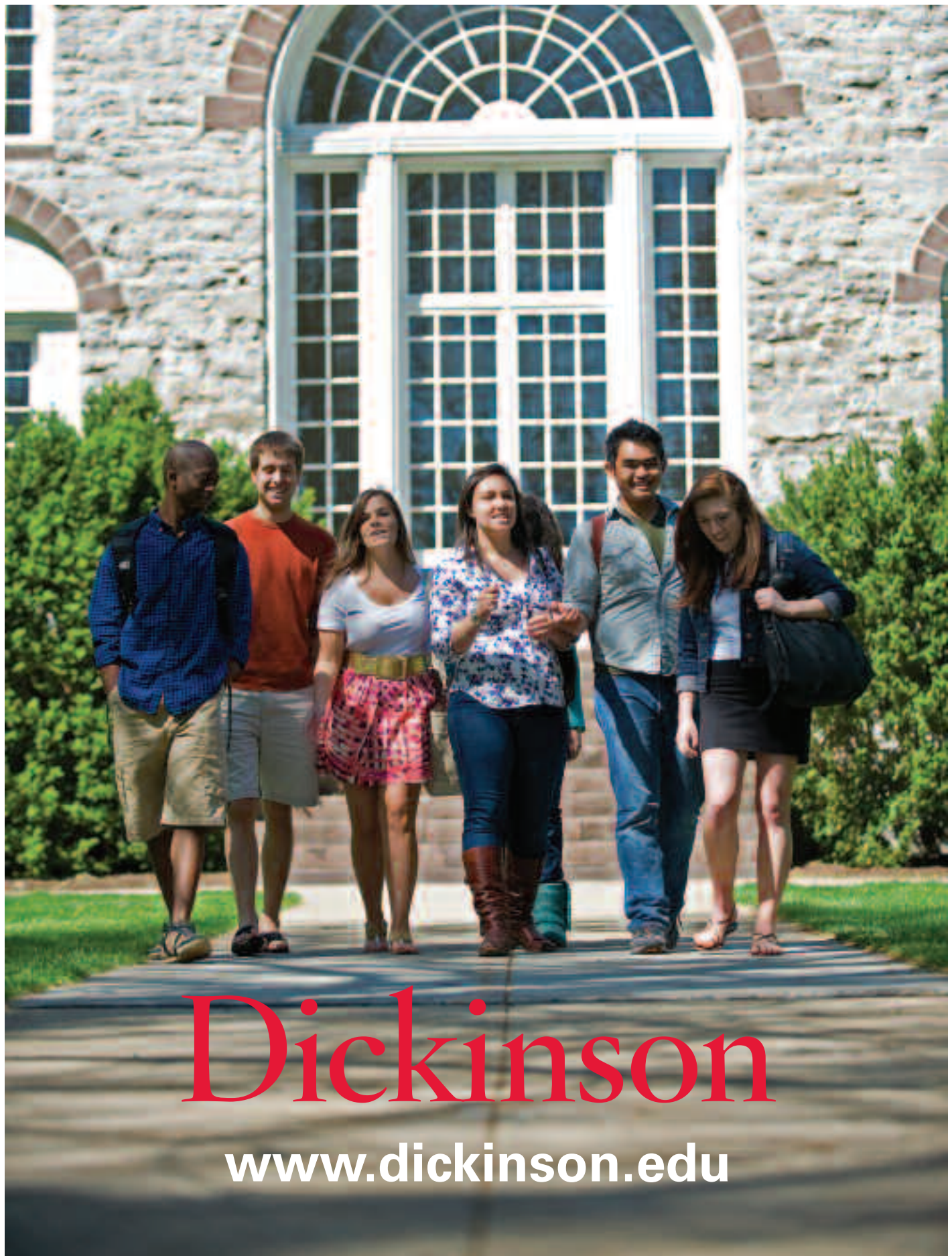
tion without, at least, a basic understanding of how the human mind creates and acquires language. Want to lead? Come to this session! Be ready to laugh heartily and to reflect profoundly! In English with examples in French, Italian and Spanish, and of interest to all.

225. AP French Language & Culture Persuasive Essay: Vertical Practice

Saturday, 4:00 PM-5:30 PM, Laurel CD

Davara Potel, Solon High School (ret.)

Successful performance on the AP French Persuasive Essay is enhanced by solid foundation work at lower levels of language study that continues through the AP level. Session participants will analyze the fundamental skills and knowledge that comprise this Presentational task and examine strategies and activities that can be implemented at all levels of language study from novice through AP (intermediate to pre-advanced). Handouts in French. In French with examples in French and of special interest to high school educators.



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CONFERENCE NOTES

CONFERENCE NOTES

Northeast 2013 Sessions

• FRIDAY, MARCH 8, 2013 •

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| Atlantic | 41. AP German: Teaching Science & Technology in the Interpretive Mode, <i>Sundquist</i> | 60. Im Kunstmuseum sein oder nicht sein? Das ist die Frage., <i>Stark, Zimmer-Loew</i> | 79. MultiConnections for All Students: Connecting German to the Core, <i>Cathryn</i> | 98. The EU in deutsch, <i>Zimmer-Loew, Stark</i> | 117. Looking beyond Disney: Furthering Intercultural Communication through Folklore, <i>Peterson, Hoachert-Alden</i> |
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| Chinese Suite | 43. Mead Fellow Session: Teacher Training Program for Teaching Chinese as a Second Language, <i>Wang</i> | 62. The Zen of Content-Based Language Teaching, <i>Lin</i> | 81. ES: Better Chinese LLC: Successful iPad Classrooms for Lesson Delivery, In-Class Activities, and Self-Study, <i>Lin</i> | Ticketed workshop | Ticketed workshop |
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| Harborside D | 47. Best of NJ: Word Walls in the Foreign Language Classroom, <i>Banegas, Erleneier-Gerald</i> | 66. Best of ME: Create Controversy -- Build Vocabulary!, <i>Gram</i> | 85. ES: Breaking the Barrier: The Ideal Lesson Plan: Ten Steps to Total Fluency, <i>Conner</i> | 104. Operationalizing Communication in the World Languages Classroom, <i>Zeppleri, Russel, Sizemore</i> | 123. Best of NY: Movie Making & Green Screens, <i>Hughes</i> |
| Harborside E | 48. Teaching, Assessing, & Grading: Am I Sending the Same Message?, <i>Duncan</i> | 67. Promoting French through Francophone Films, <i>Beckwith</i> | 86. ES: SANS Inc.: Extend Language Learning to 24/7 with SANSSpace Virtual, <i>Howe</i> | 105. National Board Certification for World Languages, <i>Kindt</i> | 124. Getting Behind the Wheel: Driving Your OWN Professional Growth, <i>Duncan, Villarreal</i> |
| Iron | 50. Leadership through Communication: Make It Relevant, <i>Brown</i> | 69. Using Authentic Materials for Advancing Proficiency in Reading & Listening, <i>Tazcu</i> | 88. Transcending Disability: Learning Leadership from Yvonne Pitrois, <i>Hartig</i> | 107. ES: CLE International/IFDLN: Outils numériques: du Manuel à la matrice, <i>Lombard</i> | 125. Serving It Hot: Strategies for Incorporating Thinking Skills into a Lesson, <i>Tchoumi</i> |
| James | 51. Implementing Standards: An ACTFL Update, <i>Sandrock</i> | 70. Integrating Standards-Based Co-Curricular Activities into the Curriculum I, <i>Rifkin, Anichini, Liu</i> | 89. Building Global Competencies -- The Global Academy Model, <i>Campbell</i> | 108. Promote Academic Honesty with Students, Parents, Educators, & Administrators, <i>Yaun, Campot, Garcia</i> | 126. Common Core & World Languages: An Implementation Model, <i>Cheatham</i> |
| Kent AB | 52. ES: Proficiency Press: Interpersonal, Interpretive, & Presentational Activities, <i>Lennon</i> | 71. IPA 2.0, <i>Pelaez-Martinez, Moretti</i> | 90. Best of MA: Studying Vocabulary with Electronic Flashcards on Smartphones & Other Computers, <i>Aske</i> | 109. My Frequency Dictionary & I, <i>Helmann</i> | 127. Integrating Standards-Based Co-Curricular Activities into the Curriculum II, <i>Anderson, Didt-Ogren, Jimenez-Vergara</i> |
| Latin Suite | 54. Once Upon a Time... Reading & Writing Stories in the World Languages Classroom, <i>Slanga</i> | 73. Taking STEM a Step Further, <i>Arend</i> | 92. Easily Enriching & Engaging the Youngest Minds with Latin, <i>Webb</i> | | |
| Laurel AB | 55. ES: AIM Language Learning: Jump-start Your Students' Working Fluency in Less Than 100 Hours!, <i>Villeneuve</i> | 74. Digital Storytelling in the K-8 World Language Classroom, <i>Shourds</i> | 93. Instilling Critical Thinking through Self-Correction, <i>Cordero-Cirino</i> | 112. ES: Santillana USA Publishing: Understanding by Design: Curriculum & Instruction in the Spanish FLES Class, <i>Nuñez</i> | 130. ES: REAL LANGUAGE right away: Real Language right away, <i>Roberts</i> |
| Laurel CD | 56. Nuisance or Necessity: Personal Electronic Devices in the Classroom, <i>Huhn</i> | 75. Professional & Practical Task-based Activities for Intermediate Spanish, <i>Lavine, Valardi</i> | 94. ES: Santillana USA Publishing Co.: Español Santillana's Print & Technology Make Language Learning Fun!, <i>Nuñez</i> | 113. Assessing & Tracking Student Oral Language Proficiency through Debate, <i>Jay</i> | 131. 21st Century Assessment Initiatives in the Glastonbury Public Schools, <i>Oleksak, Campbell, Comenale</i> |
| Waterview AB | 57. The Interactive Student: Enhancing Literature & Culture Study with Technology, <i>Horvitz, Ares</i> | 76. Cuba in the Classroom: Cross Content Curriculum, <i>Dunkin, Emple</i> | 95. Chocolate con Churros, <i>Rodriguez</i> | 114. Teaching Spanish to Heritage Spanish Speakers/Learners, <i>Said-Mohand</i> | Room unavailable |
| Waterview CD | 58. ES: Vista Higher Learning: How to Teach Effectively with Authentic Print & Media, <i>Jones</i> | 77. Engaging Department Leaders to Empower Tomorrow's Learners, <i>Sherf, Caccavale, Graf</i> | 96. AATF Session: Advocacy Strategies for Teachers of French, <i>Abrate, Kashuba SSJ</i> | 115. Setting & Assessing Performance Targets, <i>Sandrock</i> | Room unavailable |

• SATURDAY, MARCH 9, 2013 •

| | 8:30-9:30 | 9:45-10:45 | 11:00-12:00 | 2:15-3:45 | 4:00-5:30 |
|---------------|--|--|--|---|---|
| | Session Six | Session Seven | Session Eight | Session Nine | Session Ten |
| Arabic Suite | 134. Collaboration & Connection with Core Subjects, <i>Maamoun, Bensadoun</i> | 152. The Rush to Content-Based Courses in Arabic Curriculum, <i>Chouairi, Baskerville</i> | 171. Teacher of Arabic Language K-12 (TALK12) Meeting, <i>Berbeco</i> | 190. Promoting Interpersonal Communication in the K-12 Arabic Classroom, <i>Cozzens, Greenberg</i> | NCLRC Panel Discussion for Teachers of Arabic |
| Atlantic | 135. Writing an Article and Having It Favorably Considered: Some Pointers, <i>Terry</i> | 153. Kinder in Deutschen Schulen, <i>Fegely</i> | 172. Promoting Student Motivation with Autonomous Learning Activities, <i>Chalupa, ter Haseborg</i> | 191. Walking in the Footsteps of German Immigrants in DC, <i>Bornholdt, Childers, Muenz</i> | Goethe - Institut Siam Poetry Event |
| Bristol | 136. The Use of Art to Teach Language, <i>Smith</i> | 154. Characteristics of Effective Virtual Language Programs: National Survey Findings, <i>Ingold, Jacobson, Li</i> | 173. The Language Enterprise in the US: The Public & Private Sectors, <i>Rivers</i> | 192. ES: Breaking the Barrier: The iPad in the Classroom - Breaking the Barrier, <i>Conner</i> | 211. Bringing a Multicultural Dimension to Language Students in Every Class!, <i>Stanton</i> |
| Chinese Suite | | 155. NECTFL Teacher of the Year Session: Chinese Teachers' Bag of Tricks, <i>Lee</i> | 174. Teach Chinese Reading & Writing with Technology, <i>Song, Wei</i> | 193. Maximizing Outcomes in the Chinese Classroom, <i>Lin</i> | 212. Integrating the Chinese Classroom with STEM, <i>Dowd, Curran, Lee</i> |
| Essex BC | 138. ES: Houghton Mifflin Harcourt: News & Networking: Tomorrow's Technology Today, <i>McMahon, Bastin, Battisti</i> | 156. A Night at the Museum & More, <i>Lilley</i> | 175. Taking on the Tough Guys: Homework, Grading, & Providing Feedback, <i>Lilley</i> | 194. AP Themes- & Standards-Based Curriculum Development, <i>Kirchner</i> | 213. ADIOS BORING! Hola Team-Teaching, Games, & Fun!, <i>Cibelli, Mulhern</i> |
| Harborside D | 141. Got Tech? Now What?, <i>Garcia</i> | 159. Students at the Center of the Learning Experience, <i>Zeppieri, Russel</i> | 178. Apps for the Four Skills: Reading, Writing, Speaking & Listening, <i>Ritz</i> | 197. World Language Programs: Crossing over into the Mainstream, <i>Hart, Roe, Lee</i> | 216. Best of WV: Conozcan a Emilio: Motivate & Teach with Popular Music, <i>Marlow</i> |
| Harborside E | 142. ES: University of Ottawa: Preparing for French Immersion in University, <i>Gobeil</i> | 160. Best of MD: STEM Incorporation in the Beginning Level of World Language, <i>Greve</i> | 179. ES: Pearson: Abriendo paso & AP Spanish Test Prep, <i>Wilson</i> | 198. Best of CT: FRENCH: Connecticut's #1 Language of International Business, <i>Hegarty</i> | 217. Best of RI: DI and MI Revisited, <i>Ramey</i> |
| Iron | 144. Resources for Less-Commonly-Taught Language Programs, <i>Hart, Li</i> | 162. Helping Students to Study More Effectively, <i>Haggstrom</i> | 181. Bridging the Gap, <i>Blair, Barley</i> | 200. Learning Hebrew through Multiple Intelligences, <i>Berman</i> | 219. Mead Fellow Session: Building Grassroots Constituencies to Promote Practice, <i>Gvini</i> |
| Kent AB | 145. ES: Vistas in Education: Quelle est la vie d'un jeune ado aujourd'hui en France?, <i>Cornell</i> | 164. Méliassage culturel dans les Antilles francophones, <i>Vanborre</i> | 183. Marvelous Liaisons, <i>Mosele</i> | 202. Best of VA: Antonin Carême: Quand la cuisine devient un art, <i>Teulon</i> | 221. Staying in the Target Language: Comprehensible Input & Beyond, <i>Curtain</i> |
| Latin Suite | 147. Latin Instruction: From the Street to the Elite, <i>Dukatsky</i> | 166. Snappy Lesson Starters: Begin Class with Eagerly Engaged Students, <i>Arentz</i> | 186. Marvelous Liaisons, <i>Mosele</i> | 204. Iter Musicum: A Latin Tour of the Metropolitan Museum of Art's Roman Galleries, <i>Janoff, Dukatsky</i> | 223. Acquiring Vocabulary: It's Not Just Flashcards!, <i>Toda</i> |
| Laurel AB | 148. ES: Wayside Publishing: Bridging the Gap with Tejidos: Preparing Your Pre-AP/Pre-IB Students, <i>Parker, Schwenkler</i> | 167. The Challenges of Building an Elementary FLEX Curriculum, <i>Guerrero</i> | 186. A Guide for Developing World & Critical Language Teachers, <i>Ingold, Mana, Jacobson</i> | 205. Using Microsoft One Note to Share Resources & as a Digital Binder, <i>Sachar, Bofill-Polsky, Menefee</i> | 224. Applied Linguistics: The Basis for Developing World Language/ESOL Leadership, <i>De Mado</i> |
| Laurel CD | 149. ES: iEARN-USA: Discovering Languages through Project Based-Learning, <i>Young</i> | 168. Mead Fellow Session: Departmental Speaking Assessment Strategic Planning - Initial Mead Project Results, <i>Sherf</i> | 187. CAPLfrancais: Using Culturally Authentic Images in the Classroom, <i>Pfianze, Copeland</i> | 206. Hollywood Remake of French Movies: The Good, the Bad, & the Ugly, <i>Gaudry-Hudson</i> | 225. AP French Language & Culture Persuasive Essay: Vertical Practice, <i>Patel</i> |
| Waterview AB | 150. Integrating Literature & Communication Skills, <i>Kashuba SSJ, Faustman SSJ</i> | 169. Early Literacy Strategies: Segue to Common Core W-1 Standards, <i>Feret</i> | 188. Mead Fellow Session: Nervous When Talking to Native Speakers? Help Them with Pragmatics, <i>Ventosa</i> | 207. Ir de Chateau, <i>Rodriguez, Rodriguez</i> | Room unavailable |
| Waterview CD | 151. Best of NH: Authentic & Thematic: Using Music to Create Thematic Units, <i>Jacobs</i> | 170. Maintain Target Language: Strategies Supporting Common Core Standards, <i>Sandrock</i> | 189. Best of PA: Higher-Order Thinking Activities in the Novice Level Classroom, <i>Ricardo-Osorio</i> | 208. Motivating Your Students: Strategies from Noah Giesel, the Teacher of the Year, <i>Sandrock, Giesel</i> | Room unavailable |

Northeast Conference 2013 Evaluation

Help make your Conference even better: take a moment to complete this form.

Please complete this form and either return to the Local Committee Hospitality Desk (4th level) or mail your evaluation to us after the Conference at: Northeast Conference Program Committee, P.O. Box 1773, Carlisle PA 17013-2896; FAX 717-245-1976. E-mail us at: nectfl@dickinson.edu

1. ***Name** _____ ***E-mail** _____

☐ *Please check here if you would like an e-mail reply to your evaluation comments (possible only if you provide the above contact information). We shall do our best to respond.

*This information is optional.

2. **Check all that apply.**

Current position:

☐ Teacher

☐ Administrator

☐ Student

☐ Other: _____

Level:

☐ Elementary

☐ Middle/Jr./High School

☐ College/University

☐ Other: _____

Institution Type:

☐ Public

☐ Private

3. **What language(s) do you teach?** _____

4. **Is this your first time at NECTFL:** ☐ Yes ☐ No If no, how many times have you attended? _____

5. **Which best describes your reason for attending?**

☐ Sessions/workshops

☐ Exhibit Hall

☐ Professional Development Credit

☐ Interaction with colleagues

☐ Professional development

Other: _____

6. **Where did you hear about the NECTFL Conference?**

☐ listserv, blog, twitter, etc.

☐ Colleague

☐ Ad in another professional journal

☐ NECTFL Conference Preview Brochure

☐ NECTFL website

☐ Other: _____

☐ Another association's Conference

7. **What types of events did you attend at NECTFL this year?** (Check all that apply.)

☐ 3- or 6-hour workshop

☐ Reception (Saturday)

☐ 2-hour teaching lab

☐ Exhibitor events

☐ 60-, 75-, 90-minute sessions

☐ NADSFL breakfast (Saturday)

☐ Exhibit Areas

☐ Advisory Council events (Sunday)

☐ Kick-off Dinner (Thursday)

☐ State Association events

☐ Awards Ceremony (Friday)

☐ Other: _____

☐ Evening films

8. **What were the most valuable aspects of this year's NECTFL Conference for you?** Please give a brief explanation.

9. **NECTFL strives to provide the highest quality professional development opportunities for language educators.**

What suggestions do you have for helping us better meet this goal?

10. **Additional comments or suggestions (use space on back if necessary):**

Conference Session Evaluation Form

If you wish to evaluate a session you attended, we would be grateful for your feedback. This form may be duplicated.

Please complete and return to Local Committee member or to the Hospitality Desk.

SESSION NUMBER AND TITLE: _____

PRESENTERS: _____

SESSION DATE, TIME AND ROOM: _____

1. Type of session. This session involved mostly...

☐ presentation

☐ audience participation

☐ panel discussion

☐ networking

☐ other: _____

2. Presenter(s). Is this a presenter you would like to hear again? Why or why not? (For two or more presenters, please comment on each one separately.)

3. Ideas and materials. Did you benefit from this session in the ways that you had hoped? Why or why not?

4. What would you like to do in response to this session?

☐ Keep in touch with the presenter and/or other participants via technology.

☐ Implement ideas and then consult with an expert.

☐ Read more about this in the NECTFL Review.

☐ Present my own session on the topic!

5. Overall rating. NECTFL strives to provide the highest quality professional development opportunities. Please indicate how well this session contributed to our goal.

☐ An outstanding contribution, one of the best sessions I have attended.

☐ A solid contribution, I am glad that I attended.

☐ My reaction is mixed, but the strengths of this session outweigh its weaknesses.

☐ This session did not contribute to NECTFL's goal of high quality.

Additional comments: _____

Thank you for taking the time to share your feedback with us!

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2. You must have paid all applicable conference registration fees to attend.
3. Submit your form at the 4th floor registration counter; email to nectfl@dickinson.edu or mail to Certificate, Northeast Conference, PO Box 1773, Carlisle PA 17013.

| Date | Time | Workshop/Session/Lab Title | Presenter Name | No. of hours |
|------|------|----------------------------|----------------|--------------|
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I hereby certify that I participated in the above-listed professional development events.

Participant Signature

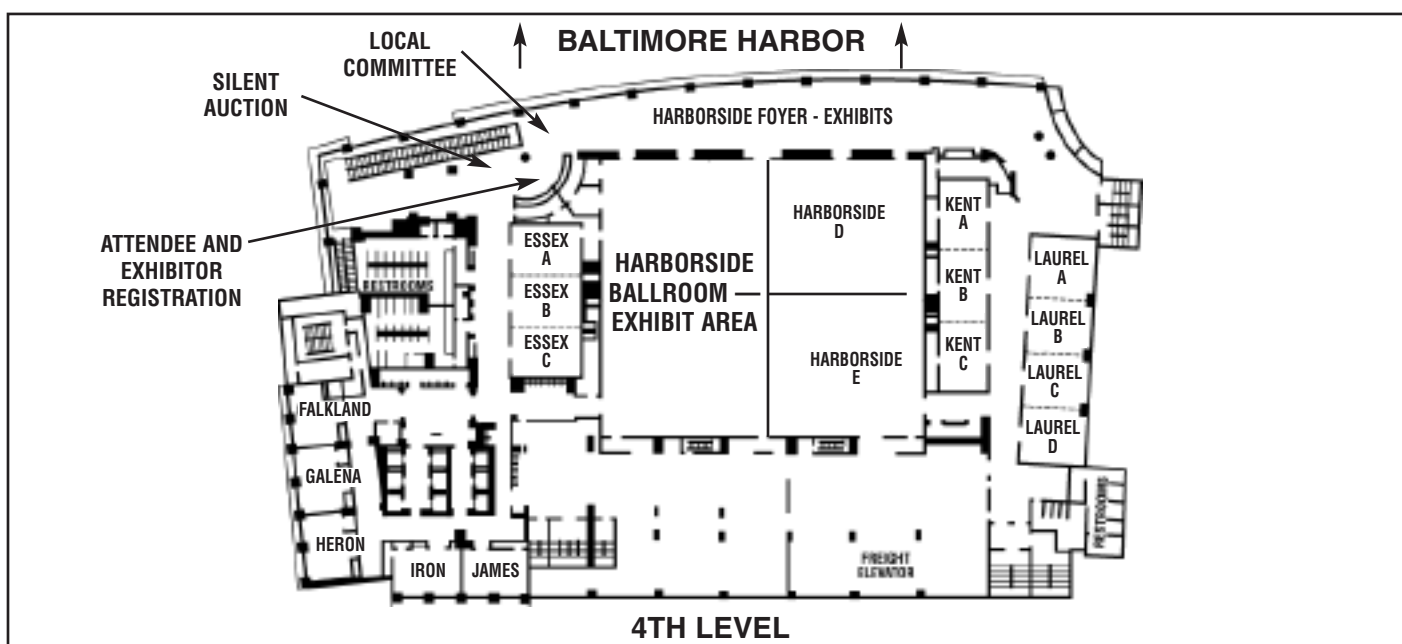
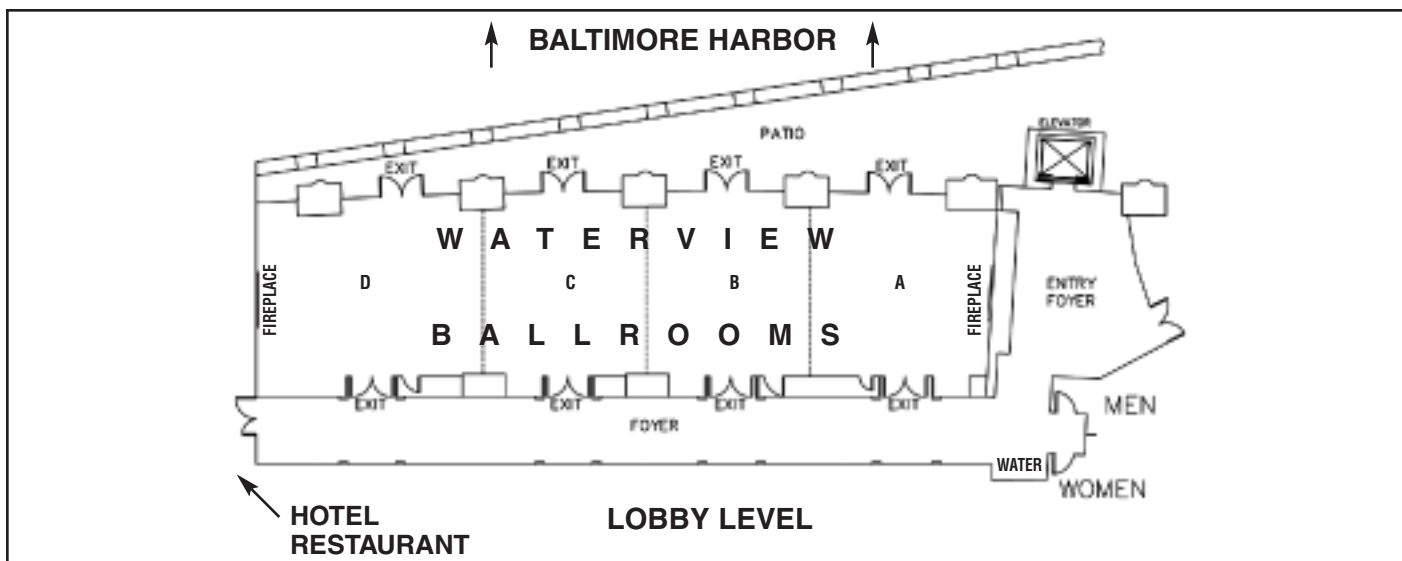
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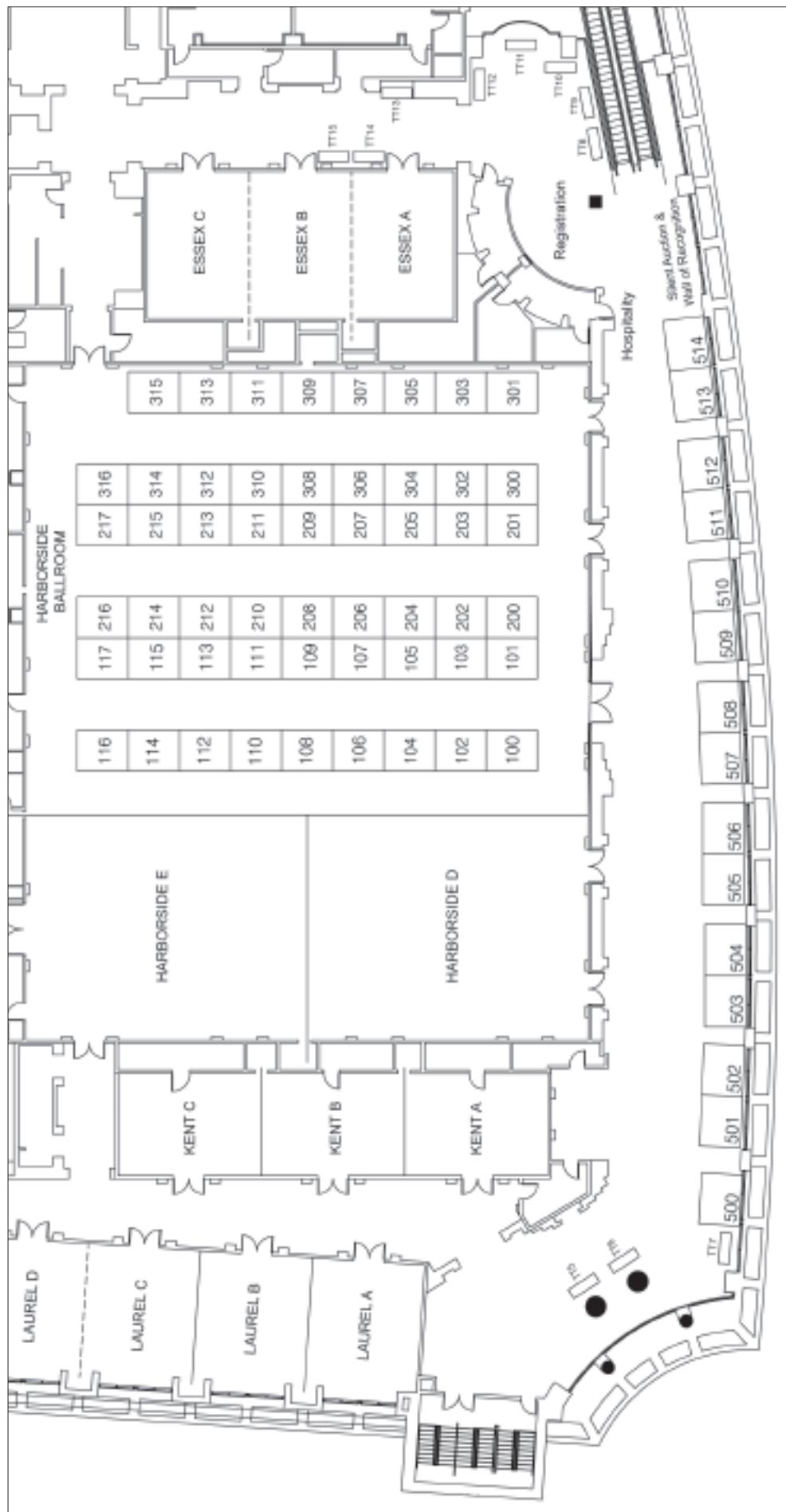
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Ewing NJ

Bill Rivers
JNCL-NCLIS
Washington DC

Dawn Santiago-Marullo
Victor Central Schools
Victor NY

Amanda Seewald
MARACAS Spanish Programs
for Young Learners
Scotch Plains NJ

Jennifer Steeley
Manheim Township M.S.
Lancaster PA

Dali Tan
Northern Virginia
Community College
Alexandria VA

Susan Terranova
Mount Saint Joseph HS
Baltimore MD

Francis Troyan
University of Pittsburgh
Pittsburgh PA

Jaya Vijayasekar
Vernon PS/CTCOLT
Vernon CT

John Webb
Princeton University (ret.)
Princeton NJ

Arlene White
Salisbury University
Salisbury MD

Helene Zimmer-Loew
AATG (ret.)
Chicago IL



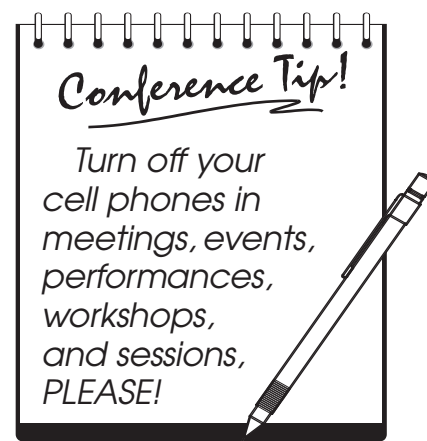
MAKE YOUR VOICE HEARD

The Advisory Council of the Northeast Conference on the Teaching of Foreign Languages constitutes, with the Board of Directors, its "corporation." The Board relies on the Advisory Council for support, advice, and help in implementing its mission. Directors are elected by Advisory Council representatives each year, during their business meeting at the conference, and Advisory Council representatives may propose nominees to the Board. They enjoy special privileges, including the recognition of their school, college, university, district or institution through publication of their names in our journals and programs, and on our website.

This year, those retiring from the Board as Directors are: Cheryl Berman, who will continue as Vice-Chair and become Chair of the 2015 Conference; Mohamed Esa; and Amanda Seewald who will serve as the NECTFL representative to JNCL/NCLIS. These three talented and dedicated individuals have contributed disproportionately to our organization and to the profession. We thank them sincerely and hope they will continue to be part of NECTFL.

The slate of candidates for the class of 2017 is:

John Carlino
Silvina Orsatti
Carole Smart



2013 NORTHEAST CONFERENCE BOARD OF DIRECTORS ELECTION

Candidates

John Carlino

Autobiographical Sketch



John Carlino has taught German at Kenmore West High School since 1995, and taught French for six years prior to that. After serving two terms as Treasurer, John was appointed Executive Director of NYSAFLT in 2004. Through his position, he currently sits on the board of JNCL-NCLIS and the NFMLTA (Modern Language Journal). John has been active with ACTFL and AATG, having served on and chaired the Nominations Committee for both organizations. He has presented at ACTFL and NECTFL and in 2010, John coordinated a NYSAFLT co-sponsorship of the Northeast Conference. A former item writer for New York State exams, John also served three years on the AP College Board German CDAC Committee, one year as an AP German reader, and was published

in the AP Vertical Teams® Guide for World Languages and Cultures (2009). John is a frequent presenter on item writing, using technology, and on communicative approaches to teaching languages. At his full-time job, he is active with the Kenmore Teachers' Association, advisor to the Kenmore West German Club and the Kenmore West Gay-Straight Alliance.

Statement

The Northeast Conference, as do all the regional conferences, continues to play a critical role in supporting and furthering our profession. World language teachers desperately need professional development directed specifically to their unique needs. We need a professional forum where we can connect, learn from each other, and expand our collective professional knowledge base. For teachers lucky enough to be in states with a strong professional association, many of their needs can be met at locally. Others don't have that luxury. However, in either case, there must be a common regional forum where we can all share on an inter-state basis. When a national conference is held in the northeast, this is an amazing opportunity to connect on that

broader level, but I see the forum provided by NECTFL year-in and year-out as crucial to maintaining a steady level of professional support, discussion, and interaction for the language professionals in our region. As our needs evolve and as technology and media play an ever increasing role in instruction and professional development, the Northeast Conference must also evolve in order to continue to be needed and relevant. Professional support must be readily accessible in order to be truly useful - and that is a role that the Northeast Conference must continue to strive to fulfill, be it at the conference itself or throughout the year via our website, webinars, publications, and the ongoing communication fostered by our professional connections within the conference. The Northeast Conference has a great history, and hopefully an even greater future!

As the executive director of a strong state language teacher association, I believe I have significant leadership experience and skills that I can bring to the NECTFL table. First of all, as a former treasurer of NYSAFLT and as the person currently chiefly responsible for

NYS AFLT's day-to-day finances, I believe I have unique insight on the financial challenges of a large association. As any professional association leader knows, the past five years of economic recession have been difficult for all of us. Hopefully the experience I bring will be helpful to NECTFL as the organization moves forward in the post-recession world. Secondly, as the chief conference planner for NYS AFLT, I know that I will also have much experience to offer. Planning, implementing and managing a large conference involve a special skill-set and I hope that my experience and insight will be of use at NECTFL, the heart of which is its conference! Finally, as Executive Director of NYS AFLT I have had many opportunities to become involved in the field nationally - specifically with ACTFL, JNCL-NCLIS, NFMLTA, and AATG. My experience in working with colleagues nationally and the professional connections I have forged will most definitely be an asset to NECTFL. Just as state associations are stronger when working together as a region - regional associations are stronger when connecting with each other at the national level. No matter the topic or skill that any individual brings to the table, teamwork is the most crucial element, and I look forward to being part of the NECTFL team!

Silvina Orsatti

Autobiographical Sketch



I learned English in my home country, Argentina, where I became certified to teach it. I also pursued an undergraduate college degree in electronics engineering while working as a high school teacher of English as a Foreign Language. Even though I was very interested in learning about software applications, I definitely had more fun teaching! In 1996, I applied for a Group Study Exchange with Rotary International. I came to southwestern Pennsylvania with the program, met my future husband, Mark, got

married a year later, and moved to the United States. I was hired as a Spanish teacher at a private school. Since then I have continued to learn about language teaching by taking classes and attending conferences and workshops. Next, I obtained a Master's Degree in Educational Technology which helped me look for creative ways to integrate technology tools into my daily teaching. In 2011-2012, I had the honor of representing PSMLA as a SANS Inc./Mead Fellow for an online professional development project. I currently teach part time at the University of Pittsburgh-Greensburg. I also train other educators to enhance their lessons with emerging technologies through my work with Pearson as well as an independent instructional technology consultant.

Statement

The Northeast Conference on the Teaching of Foreign Languages was the first "big" event that I attended when I started teaching Spanish in the United States. I was quickly captivated by its excellent quality, outstanding organization, variety of workshops and session offerings, diverse community of attendees, and large number of exhibits. I learned then that NECTFL is the largest of five regional associations of its kind in the United States, representing educators from Maine to Virginia, and that it serves educators in all languages, at all levels, in both public and private settings, and that it strives to provide the best professional development in the field.

To me, going to the NECTFL conference is fun! It is a conference where I feel like a VIP from the very moment I get the registration badge and conference bag with the program, tips, and treats. Not only I get to attend wonderful sessions and exchange ideas with colleagues teaching the same level as I do, but I always come back to work full of materials and incentives for my classes. The conference locations are top-notch as well; New York City, Washington DC, and now Baltimore are cities with unparalleled entertainment for the language teachers looking for continu-

ing the conversation after the sessions are over. Language teachers never stop talking and having fun, and the NECTFL conference is the perfect hub for that!

I have personally experienced the mission of NECTFL of listening to teachers, nurturing their growth, bringing them together, and treating them as caring friends and respected professionals. As a SANS Inc./Mead fellow I had the unique opportunity to meet the colleagues working "behind the scenes" of this fabulous conference and appreciate how much devotion they have for the profession. The nomination as a member of the prestigious NECTFL Board is an immense honor and responsibility for me. It is my promise to the organization to continue and expand on its mission, working hand-in-hand to advocate for excellence in world language teaching in the United States. If elected, I will offer my expertise in online professional development and emerging technologies and look for opportunities to enhance the connections among the world language teachers that will bring more communication and collaborative opportunities for them. By sharing and modeling the use of emerging technologies in authentic learning activities I feel that I will inspire my peers to transform their lessons, helping all students become successful learners and competent global citizens.

Carole Smart

Autobiographical Sketch



My name is Carole Smart and I am 59 years old. My journey in languages began the day that I was born. Everyone in my family spoke Canadian French at home but English outside the home. Both of my parents were first generation Americans so I was fortunate to grow up in two cultures. I actually spoke no English at all until I started kindergarten. At the age of 5, I was enrolled in Sacred Heart School, otherwise known in town as the French

Catholic School and received my first school books in French. But on the first day of school, I realized that I was about to begin my studies in English and “jumped in with both feet”. So my love of languages is what led me to choose my career as a teacher of French.

I knew that if I wanted to teach French, I had to learn the mechanics of the language. So I began the official studies in high school and continued on through my college years with a French major at Lowell State College (later to become UMass-Lowell). I graduated in 1975 and started my teaching career in September of that year. I returned to Amesbury High School for one year, where I taught two classes of French I and three classes of English.

When my husband declared that he wanted to move further north into NH, I decided to apply for the advertised position in Newmarket. It was a position for three French classes and two English classes—French I, II and III; Freshman and Sophomore English. I was thrilled with my new position because there was so much potential for growth. The beginning years were difficult since it was a very small school district and I was the only language teacher in the district. But, I had a plan! I am still in Newmarket, not only as the French teacher but as the World Language Department Chair. During my tenure, we instituted the Spanish classes and we now teach both French and Spanish beginning in the 7th grade up through French V and Spanish V in the high school. There are now a total of 16 WL classes in our building of just a bit more than 530 students, grades 6-12. Although I am very proud of this achievement, the plan is not yet finished!

During this time, I also attended UNH and received two master's degrees: the first in administration and supervision in 1993 and the second in school counseling in 2000. In 2005 I was awarded Teacher of the Year by the NH Association of World Language Teachers and in 2006, the NH

“Ed”die (NH's Award for Excellence in teaching) for WL Teacher of the Year. Since 2000, I have also been serving as a board member to the NH Association of World Language Teachers and have served as the secretary for most of that time. I have also been a presenter several times at our annual conference in NH and presented as well at the NECTFL conference two years ago.

Statement

Having attended Northeast Conferences, I was greatly influenced by the quality of its workshops, the knowledge of the presenters and the leadership of the board. The conference plays such an important role in the lives of all world language educators. Whether we are novice teacher or veteran teacher, the Northeast Conference is a vital source of continued growth, education and support for all of its members. We all know and understand the importance of global communication and the conference helps us all in achieving that goal. It is ever present in promoting the spoken language and a true understanding of cultures.

When I think of the Northeast Conference, I remember the myriad of workshop choices that are available to the attendees. The workshops are outstanding and this time is terrific for network in the foreign language—always a welcomed treat for me, since I am the only French teacher in a small rural school. I am thankful for the quality of presenters, for those professionals who share best practices in the teaching of foreign languages. In turn, I am able to bring new ideas to my classroom. Best of all, it gives me the confidence that I needed to be a presenter as well, and I have done a few for the annual NHAWLT (NH Association of World Language Teachers) conference. I have also presented at NECTFL (with a colleague). My principal supports my wish to become more active at a higher level and has supported my nomination and interest in becoming a NECTFL board member and my attending the conference. The Northeast Conference is a great and

positive force for my continued personal growth in my teaching career.

If I am elected to the board, I feel that my background and training would enable me to participate and contribute in a positive and meaningful manner. I believe that I could be a strong asset to the NECTFL Board, using my administration and supervision degree in providing insights in all aspects of decision-making. I have learned and achieved a great deal while serving on the NHAWLT board. I have always been a well-organized person, but my role as secretary has certainly enabled me to hone those skills. I am acutely aware of the need to set and meet deadlines to accomplish the many goals of an organization. As a member of the NHAWLT board, I have also participated and contributed to the many decisions needed in the conference preparation. This is also an opportunity for me to give back to an organization that has given so much to its membership.

I have always been a very involved person, wishing to contribute wherever and whenever I am able to do so. I know that I will have a great deal to learn as a NECTFL board member, but I know that I would also have a great deal to contribute. I would love to be able to work on ideas that would blend language learning and acquisition to all students from kindergarten up to the university level. I am a “high energy” person and I would be thankful to have the opportunity to channel this energy as a member of the board. I would be particularly interested in serving on the Outreach Committee. I am interested in the Meeting of the States event that takes place at the annual conference. It is important for each of us from our individual states to stay connected to the larger organization.

Once again, I would like to take this opportunity to thank you for this the honor to be one of the candidates on the slate for election of 2013. I have enjoyed this process and I am looking forward to our meeting in March.



2013 Local Committee



Local Committee Chairs Donna Clark and Jeffrey Samuels and their colleagues cordially invite you to visit their Hospitality Desk on the 4th level near the Registration Area.

The Hospitality Desk is open throughout the Conference to assist you with your questions about the Conference and about Baltimore.

Local Committee members will also conduct session evaluations. Look for these important volunteers and help us thank them for their commitment to the Conference!



WE SINCERELY APPRECIATE THE PARTICIPATION OF OUR 2013 COMMITTEE:

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DCPS Nat'l Museum of Lang.
Washington DC

Adriana Bonsteel
Worcester Tech HS/Salisbury U.
Salisbury MD

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(Committee Co-Chair)
Northern Virginia Community
College
Woodbridge VA

Thomas Edison
Anne Arundel Comm. College
Arnold MD

Deborah Espitia
Howard County Schools
Ellicott City MD

Carmen Figueroa
Northern Virginia CC
Woodridge VA

Leslie Grahm
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Schools
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Jason Slanga
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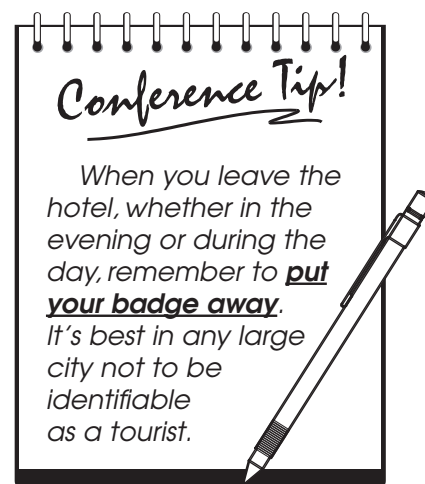
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Greenbelt MD

Susan Terranova
Mt. St. Joseph HS
Arnold MD

Bertrand Tchoumi
Morgan U.
Pikesville MD

Shirley B. Vargas
Castle MS
New York NY

Alice Zhang
University of MD
College Park MD





Conference Chairs, 1954-2013



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

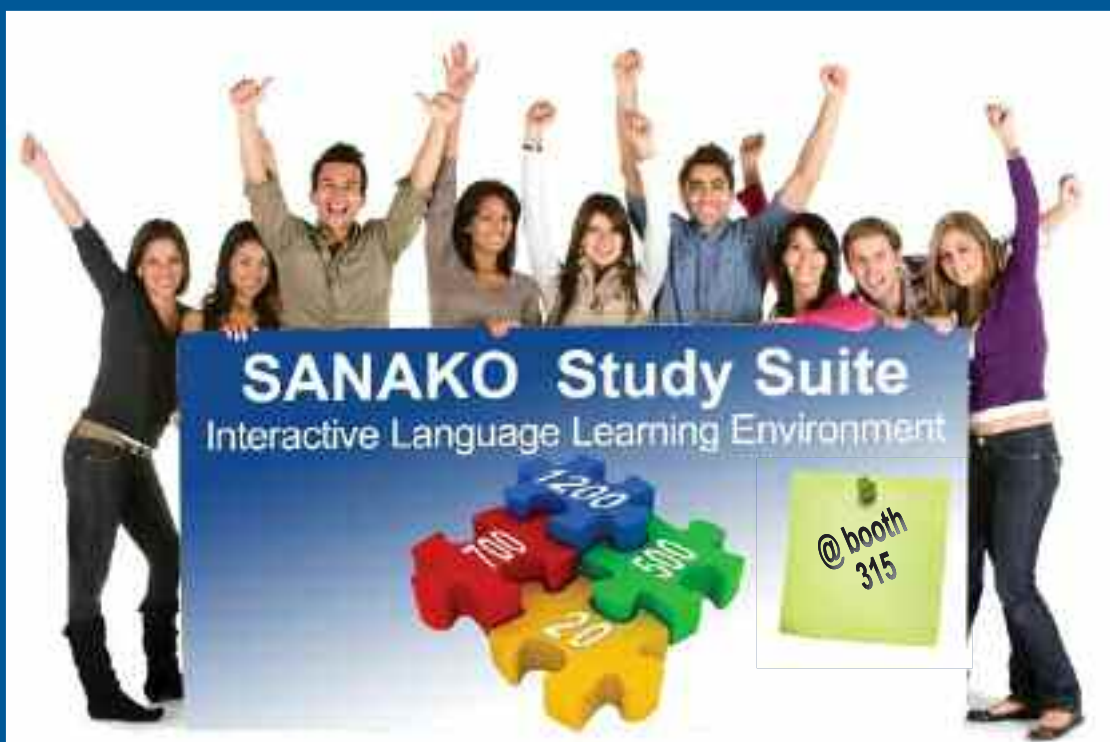


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Past NECTFL Award Winners



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At each annual Conference since 1968, the Board of Directors has honored a member of the profession for distinguished service and leadership. Since 1978 the award has been given in honor of Nelson H. Brooks.

| | | | |
|--|--|---|--|
| 1968 Stephen A. Freeman Middlebury College | 1981 Laurence Wylie Harvard University | 1992 Sandye Jean McIntyre II Morgan State University | 2004 Martha G. Abbott Fairfax County (VA) Public Schools |
| 1969 Nelson H. Brooks Yale University | 1982 Lorraine A. Strasheim Indiana University | 1993 Dorothy James Hunter College | 2005 Ray Clifford Defense Language Institute |
| 1970 Harry L. Levy Fordham University | 1983 James R. Frith Foreign Service Institute | 1994 Eleanor Jorden, Emerita Cornell University | 2006 Kathleen Riordan Springfield MA Public Schools |
| 1971 Robert G. Mead University of Connecticut | 1984 Wilga M. Rivers Harvard University | 1995 Earl W. Stevick, Emeritus Foreign Service Institute | 2007 Stephen L. Levy, Roslyn NY Schools (ret.) |
| 1972 Freeman Twadell Brown University | 1985 James E. Alatis Georgetown University | 1996 Edward D. Allen, Emeritus Ohio State University | 2008 Eileen W. Glisan, Indiana University of Pennsylvania |
| 1973 Emma Birkmaier University of Minnesota | 1986 Robert Lado Georgetown University | 1997 A. Ronald Walton National Foreign Language Center (posthumous award) | 2009 Marjorie Hall Haley George Mason University |
| 1974 Donald D. Walsh Northeast Conference | 1987 Mary P. Thompson Glastonbury (CT) Public Schools | 1998 Helene Zimmer-Loew AATG | 2010 Yu-Lan Lin Boston Public Schools |
| 1975 Theodore Andersson University of Texas | 1988 Leo Benardo New York City Public Schools | 1999 June K. Phillips Weber State University | 2011 Gregory Duncan InterPrep, Inc. |
| 1976 Wilmarth H. Starr New York University | 1989 Dora Kennedy Prince George's County (MD) Public Schools | 2000 Protase E. Woodford Educational Testing Service (ret.) | 2012 Richard Brecht CASLS |
| 1977 Kenneth W. Mildenerger Modern Language Association | 1990 Ann Beusch Maryland State Department of Education | 2001 C. Edward Scebold ACTFL | 2013 Heidi Byrnes Georgetown University |
| 1978 Howard Lee Nostrand University of Washington | 1991 Helen Warriner-Burke Virginia State Department of Education | 2002 Robert J. Ludwig NYS AFLT | |
| 1979 Dwight Bolinger Harvard University | | 2003 Frank W. Medley, Jr. West Virginia University | |
| 1980 Richard I. Brod Modern Language Association | | | |

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

This award is endowed with the interest from a grant by Stephen A. Freeman of Middlebury College. It has been awarded since 1968 at the discretion of the Board of Directors to recognize the best published article on teaching techniques to have appeared during the preceding year.

| | | |
|--|---|--|
| 1969 Sidney R. Smith University of North Carolina | 1982 Claire Kramsch Massachusetts Institute of Technology | 2003 Terry A. Osborn University of Connecticut |
| 1970 Frank Otto Ohio State University | 1983 Heidi Byrnes, Stefan Fink, Aureila Roman Georgetown University | 2004 Bonnie Adair-Hauck and Richard Donato University of Pittsburgh |
| 1971 Michael Agatstein Wheatley School | 1984 Renate A. Schulz University of Arizona | 2005 Wynne Wong, Ohio State University Bill VanPatten, University of Illinois at Chicago |
| 1973 H. Ned Seelye J. Lawrence Day | 1985 Walter Blue, Donald Rice, Tamara Root Hamline University | 2006 N. Ann Chenoweth University of Texas - Pan American Kimmaree Murday Indiana U. - Purdue U. Indianapolis |
| 1974 Robert J. Elkins, Theodore B. Kalivoda, Genelle Morain University of Georgia | 1986 Charlotte Cole Floy Miller, Walpole (MA) High School | 2007 Teresa Pica Penn Graduate School of Education |
| 1975 Thomas P. Carter Dalhousie University | 1989 Jay Siskin Northwestern University, Emily Spinelli University of Michigan at Dearborn | 2008 Bonnie Adair-Hauck, U of Pittsburgh; Eileen W. Glisan, Indiana U of PA Keiko Koda, Carnegie Mellon U S. Paul Sandrock, WI Dept of Public Instruction Elvira Swender, ACTFL |
| 1977 Christina Bratt Paulston and Howard R. Selekmán | 1990 Robert Terry University of Richmond | 2009 Jason J. Goulah DePaul University/Concordia Language Villages |
| 1978 I.S.P. Nation Victoria University | 1991 Marva Barnett University of Virginia | 2011 Lina Lee University of New Hampshire |
| 1979 Diane W. Birckbichler Ohio State University, Alice C. Omaggio ERIC Clearinghouse on Languages & Linguistics | 1998 Elizabeth Knutson U.S. Naval Academy | |
| 1981 James M. Hendrickson Lansing Community College | 1999 Olenka Bilash University of Alberta | |
| | 2001 Anita Vogely SUNY Binghamton | |
| | 2002 Linda Quinn Allen Iowa State University | |



PAST NECTFL AWARD WINNERS (Continued)



THE JAMES W. DODGE FOREIGN LANGUAGE ADVOCATE AWARD

The Foreign Language Advocate Award is presented to honor an individual outside the profession, for recognition of work on behalf of languages. Since 1990, this award has been presented in memory of James W. Dodge, who served as Secretary-Treasurer of the Northeast Conference for nearly twenty years.

- | | | |
|--|--|--|
| 1978 Hon. Paul Simon Congressional Representative from Illinois | 1992 Hon. Lois G. Pines State Senator for Middlesex and Norfolk District, Massachusetts | 2003 Ann M. Copland Senior Executive and Legislative Assistant, Senator Thad Cochran (R-MS) |
| 1979 President Jimmy Carter | 1993 James Herbert National Endowment for the Humanities | 2004 Brenda L. Welburn National Association of State Boards of Education |
| 1980 Fred M. Hechinger The New York Times Foundation | 1994 James Crawford author and editor | 2005 Hon. Rush Holt Congressional Representative from New Jersey |
| 1983 Hon. Leon E. Panetta Congressional Representative from California | 1995 Hon. Madeleine May Kunin former Governor of Vermont, Deputy Secretary of Education | 2006 Taj Mahal and Carole Fredericks (posthumous award) Music Legends and Cultural Ambassadors |
| 1985 Sylvia Porter nationally syndicated columnist | 1996 Hon. David L. Boren former Senator from Oklahoma; President, University of Oklahoma | 2007 Hon. Paul S. Sarbanes former Senator from Maryland |
| 1986 Hon. Christopher J. Dodd Senator from Connecticut | 1997 Robert Orrill, The College Board | 2009 Luma Mufleh Fugees Family |
| 1987 Hon. J. William Fulbright former Senator from Arkansas | 1998 Ken O'Keefe, Allegheny College | 2010 J.W. Marriott, Jr. Marriott International |
| 1988 Hon. Claiborne Pell Senator from Rhode Island | 1999 Sesame Street, Children's Television Workshop | 2012 J. David Edwards JNCL/NCLIS |
| 1989 The Southern Governors Conference | 2000 Hon. Richard Riley former Governor of South Carolina, Secretary of Education, U.S. Department of Education | 2013 Hon. Jack Markell Governor of Delaware |
| 1990 Leonard A. Lauder President and CEO, Estée Lauder, Inc. | 2001 L. Jay Oliva President, New York University | |
| 1991 Scott McVay Executive Director, Geraldine R. Dodge Foundation | 2002 Barbara Turlington American Council on Education | |

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Date of Award: Month/Day/Year _____

Brief description of nominee's qualifications: _____

Nominee was selected by the following procedure(s)

- | | |
|---|---|
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| <input type="checkbox"/> Student competition | <input type="checkbox"/> Choice of principal |
| <input type="checkbox"/> Recommendation by guidance counselor | <input type="checkbox"/> Choice of Language Department head |
| <input type="checkbox"/> Other (please describe) _____ | |

CHECK ONE: My school is: ☐ an Advisory Council member ☐ a non-member

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Schools which are Advisory Council Members of the Northeast Conference may submit nominations free of charge. Other institutions must enclose \$10 for each award to cover the cost of printing, postage, and handling.

Any school wishing to recognize outstanding student achievement with the Award should complete a nomination form and return it to the Conference. Individual certificates will be sent to the school for presentation to the students.

Nominees must be graduating students (although they may be graduating from any level, e.g., elementary, junior high, college, etc.). they must be enrolled in the most advanced course of the language for which the Award is being made, and they must show evidence of interest in foreign language and international studies beyond work in the classroom.

Each school may devise its own selection process for each language for which an Award is made.

The Award may be presented at any time of year, but nominations must be received by the Conference at least four weeks prior to the award date to allow time for delivery of the certificates. The names of students receiving awards and their nominating schools will be published the following fall in the NECTFL Review.

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