61ST ANNUAL NECTFL CONFERENCE

Sustaining Communities through World Languages

Janel Lafond-Paquin, Rogers HS, Newport RI, Chair

Thursday, March 27 – Sunday, March 30, 2014 | Marriott Copley Place Hotel, Boston

CONFEERENCE PROGRAM SPONSORED BY VISTA HIGHER LEARNING
Digital World Language Course Solutions for K-12

Make the excellence of Middlebury College available to your students.

Middlebury Interactive, the recognized leader in digital world language education, provides access to superior online programs that prepare students with the language skills and cultural understanding to compete in the 21st Century global marketplace.

Interactive courses:

- Integrate communication, culture, connections, comparisons and communities at varying levels of immersion.
- Offer customized programs and courses that are specifically designed at grade level
- Feature flexible implementation models. Courses can be delivered fully online, in a blended model or as supplemental material.
- Engage students in a variety of activities, practices, tasks and assessments.

Learn More at Booth #329

NECTFL Presentation:
Saturday, March 29, 2014
10:00-11:00am

Presentation Topic:
Creating Neighborhood Communities Through Language Learning

Presenters:
Aline Germain-Rutherford, Ph.D.
Lee McIsaac, Ph.D.

Visit us at Booth #329 or middleburyinteractive.com to learn more.
# 2014 Northeast Conference Events At-A-Glance

## Thursday, March 27
- **7:00 a.m. – 6:00 p.m.:** Registration open 4th Floor
- **9:00 a.m. – 11:00 a.m.:** SANS, Inc./Mead Fellows meeting (by invitation) Regis, 3rd Floor
- **9:00 a.m. – 12:00 p.m.:** Meeting Rooms Workshops (open to ticketed registrants only)
- **12:00 p.m. – 1:00 p.m.:** Meeting of the States Luncheon 3rd Floor Atrium
- **1:00 p.m. – 5:00 p.m.:** Meeting of the States Regis, 3rd Floor (by invitation only)
- **6:30 p.m. – 8:30 p.m.:** Kick-off activities! “Speed-date” a new language! Sing "Happy Birthday" to FLTeach! All are welcome – wear your badge! Provincetown, 4th Floor

## Friday, March 28
- **7:00 a.m. – 6:00 p.m.:** Registration open, 4th Floor Hospitality open, 3rd Floor
- **8:00 a.m. – 9:00 a.m.:** Gala Opening of Exhibit Areas with coffee and muffins! Exhibit Areas visit time! 3rd Floor
- **11:30 a.m. – 1:00 p.m.:** 2-hour teaching labs Meeting Rooms (open to ticketed registrants only)
- **2:00 p.m. – 2:45 p.m.:** Exhibit Areas visit time! 3rd Floor
- **6:30 p.m. – 7:30 p.m.:** Awards Ceremony Salon CD, 4th Floor
- **7:30 p.m. – 8:30 p.m.:** Awards Reception 3rd Floor Atrium All NECTFL attendees are welcome!

## Saturday, March 29
- **7:00 a.m. – 8:30 a.m.:** Past Chairs’ Meeting (by invitation only) Maine, 5th Floor
- **7:00 a.m. – 6:00 p.m.:** Registration open, 4th Floor Hospitality open, 3rd Floor
- **7:30 a.m. – 9:00 a.m.:** NADSFL breakfast (members only) Vermont, 5th Floor
- **8:00 a.m. – 8:45 a.m.:** Gala Reopening of Exhibit Areas – FREE coffee & muffins! 3rd Floor
- **8:00 a.m. – 2:00 p.m.:** Exhibit Areas, 3rd Floor
- **8:45 a.m. – 4:30 p.m.:** 60-minute concurrent sessions scheduled all day (see pgs. 36-37)
- **11:15 a.m. – 2:00 p.m.:** Advisory Council Meeting and Lunch (members only) St. Botolph, 2nd Floor
- **12:15 p.m. – 2:00 p.m.:** Exhibit Areas visit time 3rd Floor
- **7:30 p.m. – ??:** Palmes académiques dinner Offsite – Bistro Petit Robert (by invitation only)

## Sunday, March 10
- **7:00 a.m. – 12:00 p.m.:** Registration open, 4th Floor
- **8:30 a.m. – 10:30 a.m.:** 2-hour teaching labs Meeting Rooms (open to ticketed registrants only)
- **12:00 p.m. – 3:00 p.m.:** NECTFL Board of Directors Meeting (Board members and staff only) Regis, 3rd Floor

---

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

---
TABLE OF CONTENTS

Northeast at a Glance ................. 3
Our Thanks to the Northeast Conference Sponsors ................. 5
A Message from Conference Chair Janel Lafond-Paquin ................. 6
Wall of Recognition/Silent Auction ................. 7
This Year’s Award Winners ................. 8
Past Conference Chairs ................. 61
Past Award Winners ................. 63
Board of Directors Student Award for Excellence in Language Study . 66

CONFERENCE EVENTS
Thursday Workshops and Sunday Teaching Labs ................. 13
Program Grids, Friday and Saturday ................. 36-37
Friday Sessions ................. 20
Saturday Sessions ................. 29
Marriott Copley Place Meeting Room Floor Plan ................. 40
Index of Presenters ................. 67

IMPORTANT PULL-OUT FORMS
General Conference Evaluation Form ................. 42
Session Evaluation Form ................. 43
Professional Development Credit Forms ................. 45

EXHIBITS
List of Exhibitors and Information ................. 47
Exhibits Area Floor Plans ................. 46

NECTFL LEADERSHIP
Board of Directors, Consultants, Editors, Staff ................. 55
Official Advisory Council Representatives ................. 56
Board of Directors/Advisory Council Election ................. 57
Local Committee/Hospitality Committee Members ................. 60

2014 CONFERENCE
A Message from the 2015 Chair, Cheryl Berman ................. 65

THE OFFICIAL PROGRAM IS BROUGHT TO YOU BY VISTA HIGHER LEARNING, WITH THANKS ALSO TO:

AATSP ................. 44
ACTFL ................. 11, 62
Cambridge University Press ................. 54
Concordia College ................. 9
don Quijote – Academia Columbus ................. insert
Italian Trade Agency ................. 70
Massachusetts Foreign Language Association ................. 64
Middlebury Interactive ................. 2
Qatar Foundation International ................. 69
Passports Educational Group Travel ................. 39
SANS Inc./21st Century Technology for Language Learning ................. insert
Tandberg Educational Inc ................. 19
Vamonos Tours ................. 71
Vista Higher Learning ................. 72
Yale University Press ................. 12

Official Program is published annually for use by Northeast Conference participants. 2014, Northeast Conference on the Teaching of Foreign Languages, Inc. All rights reserved. Printed in USA. Advertising: Appearance of paid advertising in this publication does not represent official endorsement by the Northeast Conference of the products and services described or promoted therein. Address: Northeast Conference at Dickinson College, P.O. Box 1773, Carlisle PA 17013-2896
OUR THANKS
TO THE 2014 NORTHEAST CONFERENCE SPONSORS:

The following companies are loyal supporters of our Conference. We encourage you to contact them and add your thanks to ours!

American Council on the Teaching of Foreign Languages (ACTFL)
A&R Productions
Breaking the Barrier
Dickinson College
Explorica Inc.
Houghton Mifflin Harcourt
Nanhai
Pearson
Qatar Foundation International
SANS Inc./21st Century Technology for Language Learning
Santillana USA
Vista Higher Learning
Wayside Publishing
A welcome letter from the
2013 NECTFL Conference Chair!

Dear Northeast Conference Participants,

Welcome to the 61st annual Northeast Conference at the Marriott Copley Place in the beautiful historic city of Boston!

It is both an honor and a privilege to serve as your 2014 Conference Chair!

I sincerely hope that you will use every opportunity while you are here to network with as many colleagues as possible and to take advantage of the dynamic presenters who have graciously agreed to share their professional expertise with you! Over the past year, our organization has been working to provide you with the best possible professional development experience and we are truly excited to share the results of our efforts with you here in Boston!

Over the course of the next few days, you will have the chance to connect with presenters, exhibitors and colleagues as you put together your own personal conference experience. Here is a brief summary of the exciting opportunities that we have in store for you!

• Visit the exhibit areas from 8 a.m. – 6 p.m. on Friday as well as from 8 a.m. to 2 p.m. on Saturday to see what new materials you can find! This is the perfect time to renew your friendships with exhibitors with whom you have made contact throughout the years and/or to begin new friendships with exhibitors you may have not seen before!

• Fill your professional development coffers with as many sessions and workshops as you can! This is your chance to learn as much as possible so that you can return to your classes energized for the rest of this school year and beyond!

• Come to our Awards Ceremony on Friday from 6:30 p.m. to 8:30 p.m. and meet those who have made a distinct contribution to the world language profession as a whole. Your presence will make all the difference!

• Network with as many people as possible – it’s all about sustainability of programs, practices and performances!

• Experience all that Boston has to offer! The area we are in is absolutely lovely and you will surely find something to pique your interest!

• Participate in our post-conference webinars in order to extend your professional development in the comfort of your own home!

• The Silent Auction has become a signature event for NECTFL that has attendees clustering around the tables! Come browse the items up for bid and keep your fingers crossed that you will be the last name on the bid list once the auction is closed! This year’s offerings are spectacular!

• Register if you haven’t already done so for our free hands-on Sunday morning teaching labs! Space is limited so go to the 4th floor registration counters to sign up now!

I would be remiss if I did not mention our Local Committee members who have so graciously given of their time for both hospitality and session evaluation. Their service is invaluable to us. Please thank them if you see them during the course of the conference.

Please do not hesitate to approach me when you see me in Boston. I’d love to hear any comments, suggestions and/or concerns that you may have.

Welcome to Boston!
Welcome to NECTFL!

Warmly,

Janel Lafond-Paquin
Rogers High School
Newport RI

Janel Lafond-Paquin
2014 NECTFL Conference Chair
Rogers High School

Northeast Conference Program 2014
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 28, evening Awards Ceremony in the Salon CD on the 4th floor of the hotel. The Wall with all photos and tributes will be displayed throughout the Conference.

MAKE A BID AT THE THIRD 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 illuminated letter picture...

The third Annual NECTFL Silent Auction will take place on Friday from 8:00 a.m. until 2:00 p.m. and Saturday from 8:00 a.m. until 1:30 p.m. in the tabletop area of the exhibit hall on the 3rd level of The Marriott Copley Place 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 2:00 p.m. Friday and 1:30 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 FedEx Office, located on the 2nd floor, is open from 8:30 a.m. to 4 p.m. on Saturday and from 10 a.m. to 4 p.m. on Sunday if you wish to mail anything home.

All proceeds from the auction will benefit the professional development opportunities that the conference offers.
Dr. Gladys Lipton is the Director of the National FLES® Institute, a Commandeur dans l’ordre des palmes académiques, former President of the American Association of Teachers of French, former chair of the AATF’s National FLES® Commission, former Member of the Board of Directors of the National Association of Foreign Language神器 (NECTFL), and former chair of the board of the Northeast Conference.  Dr. Lipton is the recipient of numerous awards for her dedication to foreign language education, including the NYSAFLT’s Distinguished Foreign Language Leader Award, the AATF’s Steiner Award for K-12 Leadership, the ACTFL’s Distinguished Foreign Language Advocate Award, and the Northeast Conference’s Foreign Language Advocate Award.  Dr. Lipton continues to support world language programs with her work on “Foreign Languages in the Secondary Classroom” and “Foreign Language in the Secondary Classroom: Clarification, and finally by Alice C. Omaggio to “The Times and Places for Literature” in 1967, by Jerome G. Mirsky to “The Role of Language Study and Immersion in the Culture” in 1983.

Northeast Conference is honored to recognize Dr. Lipton’s contributions to the profession.  The most remarkable is Gladys Lipton’s determination to fight in year and year out for foreign languages and for the language educators who help children see the world from new, challenging and exciting perspectives.  In an era when too many of us are discouraged, Gladys Lipton does not give up.  She is a treasure, and we at NECTFL are privileged to confer on her the 2014 Brooks Award for her distinctive embodiment of “outstanding leadership in the profession.” Nous vous embrassons, cher amie, cher collegue!

Clay Pell has dedicated his career to public service and making a difference in the lives of people.  As the grandson of the late U.S. Senator Claiborne Pell – also a NECTFL Dodge Award winner! – his dedication to public service is deeply rooted.  He is currently a candidate for Governor of the state of Rhode Island and believes the state needs a problem solver who can spur growth and link Rhode Island’s economy and students to 21st century opportunities.  After law school, Clay joined the Coast Guard, like his father and grandfather before him.  As an officer in a service devoted to helping people and saving lives, Clay had the privilege of leading men and women in uniform.  He represented the government as a prosecutor in military courtrooms, and also as a liaison with foreign military personnel from around the world.

Clay then joined President Obama’s national security team, serving as director for strategic planning.  It was Clay’s job to bring together stakeholders across the federal government – from the Department of Defense to the Department of Education – and look holistically at opportunities for their engagement in foreign policy and national security, during a time of competing priorities, challenges and very limited resources.

THE 61ST ANNUAL NORTHEAST CONFERENCE AWARDS
CEREMONY AND RECEPTION TO BE HELD FRIDAY, MARCH 28
CEREMONY FROM 6:30-7:30 P.M. IN SALON CD, 4TH FLOOR – ALL ARE WELCOME!
RECEPTION FROM 7:30-8:30 P.M. IN THE 3RD FLOOR ATRIUM – ALL ARE WELCOME!

Please join us to celebrate the accomplishments, commitment, or promise of these individuals to whom the profession owes so much!  The reception will not be open until award winners arrive from the Awards Ceremony.
The president then appointed Clay Deputy Assistant Secretary at the Department of Education. There he led the U.S. government’s efforts to equip America’s students with the language and international education opportunities they need to succeed in the world economy. At his departure, Assistant Secretary Brenda Dann-Messier said that he had “brought tremendous energy, leadership, and vision to international education and providing America’s students with global skills” and that he had “been a powerful and effective voice for strengthening the nation’s international and foreign language programs.”

Clay graduated first in his class from the Coast Guard Direct Commission Officer School, earned his J.D. from Georgetown University, and graduated from Harvard College with high honors in Social Studies and a Citation in Modern Standard Arabic. Clay is a recipient of the Defense Meritorious Service Medal and the Coast Guard Achievement Medal. He studied law in China and Argentina and has studied Chinese, Spanish, and Arabic.

Clay continues to drill as a member of the U.S. Coast Guard Reserve in East Providence. He resides in Providence with his wife, Michelle Kwan.


Usually, a tribute begins with a short biography of the author, detailing education, home institution, and research interests. This year’s winner of the Stephen A. Freeman award for best article cannot be introduced in the traditional way because it practices what the title promises. The article is the result of a lengthy collaboration between the five full-time faculty members from the German Department at Emory University. Hiram Maxim is Professor of German Studies, Core Faculty member in the Linguistics Program, and Director of the Emory College Language Center; Peter Höyng is Chair of the German Studies Department and Associate Professor of German, in addition to being affiliated with the Tam Institute for Jewish Studies; Marianne Lancaster is Senior Lecturer in the Department and Coordinator of the First Year Program; and Caroline Schaumann, an Associate Professor of German, is also affiliated with the Jewish Studies and Film Studies programs.

Together with their late colleague at Emory, Maximilian Aue, a faculty member in German and Comparative Literature, they describe, step by step, how they worked with each other and their students to overcome the traditional language-literature divide that so adversely affects student learning, retention and departmental governance in many collegiate foreign language programs. The essay serves as a roadmap for any language department seeking to address curricular reform. Beginning with the chairperson’s role in department-wide curricular reform, the other contributors outline institutional contexts, describe the curriculum’s theoretical frame-

“My evaluation this year is ‘E’ Exceeds Expectation in all areas, and I owe that to the great master’s program from Concordia.”
—Wanda Cruz, middle school Spanish teacher in Tulsa, Okla.

• Innovative mix of online and hands-on learning
• Convenient schedule designed for working educators
• Relevant for teachers of all languages
• Courses on site at the Concordia Language Villages and on campus

Check us out at www.ConcordiaCollege.edu/graduate
work and detail how they selected and sequenced course materials that allowed them to integrate the study of language and content at all curricular levels. Together, they developed a curriculum that moves from narration at the beginning via explanation to argumentation at the final levels. At the time the article was published, Emory’s German faculty was engaged in implementing a curriculum-wide assessment plan to determine how level-specific outcomes are being met.

The Northeast Conference congratulates all five authors for the insightfulness, patience, dedication, collegiality, and talents required to effect this significant a curricular change. The 2014 Freeman Award is an expression of our gratitude to them for sharing this work with the field at large.

2014 NECTFL Service Awards, given with gratitude to individuals who have contributed to the execution of the conference, will be announced at the Awards Ceremony.

2014 Northeast Conference on the Teaching of Foreign Languages Teacher of the Year Finalists
(The NECTFL Teacher of the Year will be presented at the Awards Ceremony on Friday, March 28, 6:30 p.m.)

Sean Boettinger, Greater Washington Association of Teachers of Foreign Languages (GWATFL)
Mr. Boettinger is a Spanish Teacher at the Dr. Henry A. Wise High School in Annapolis, MD

Nathan Lutz, Foreign Language Educators of New Jersey
Primary School French teacher – Kent Place School
"The Language and Culture Wiki Project"
As language teaching professionals, we universally accept that culture should be the centerpiece of our curriculum. Unfortunately, culture is often an add-on, or worse, is not taught in the target language. The Language and Culture Wiki Project acknowledges culture as the fundamental context for learning a second language.

Cultural sensitivity, cultural literacy, and intercultural competence will be at the forefront of this project. The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project seeks to:
• Promote understanding through cultural practices
• Spread the spirit of cultural diversity
• Generate a collaborative, creative, and team-spirited approach to cultural understanding
• Support the teaching experience
• Provide a teacher development tool
• Offer a platform for sharing resources, strategies, and perspectives

The Language and Culture Wiki Project will tap world language professionals to serve as contributors of culture-based lessons as well as seasoned veterans to serve on its editorial board. The site seeks to have a diversity of languages and grades levels represented within the K-8 continuum.

The eBook will consist of original texts and illustrations that are standards-based and steeped in best practices. And that are row lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project seeks to:
• Offer a platform for sharing resources, strategies, and perspectives
• Support the teaching experience
• Provide a teacher development tool
• Support the learning experience
• Offer a platform for sharing resources, strategies, and perspectives

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.
AWARDS  (Continued)

The stories must be illustrated and/or visually represented in hard copy. For the final product, each pair will publish their text in an eBook format with narration in both languages (subject to Kutztown University’s publication regulations). Additionally, the Language Resource Center at Kutztown University will assist in the technical aspects of this project. It is expected that these texts will be electronically published by the end of 2014 or beginning of 2015.

Chart Your Way Forward!

SAVE THE DATE
November 21–23

ACTFL
ANNUAL CONVENTION & WORLD LANGUAGES EXPO
SAN ANTONIO 2014
HENRY B. GONZALEZ CONVENTION CENTER
NOVEMBER 21–23
Reaching Global Competence

Let’s make convention history together in San Antonio!

What you learn at ACTFL 2014 can change the world.

Discover this and much, much more....

Pre-Conference Workshops on Thursday, November 20

Registration and Housing opens in early spring 2014

Visit WWW.ACTFL.ORG for all Convention information and updates.
New Books from Yale

Visit our booth #408

Methods
On Being a Language Teacher
A Personal and Practical Guide to Success
Norma López-Burton and Denise Minor

Chinese
Encounters
Chinese Language and Culture
Cynthia Y. Ning and John S. Montanaro

Learning Chinese
A Foundation Course in Mandarin, Intermediate Level
Julian K. Wheatley

Ancient Greek
Attica: Intermediate Classical Greek
Readings, Review, and Exercises
Cynthia L. Claxton

Learn to Read Greek
Andrew Keller and Stephanie Russell

Russian
Russian Full Circle
A First-Year Russian Textbook
Donna Oliver with Edie Furniss

Arabic
Ahlan wa Sahlan
Mahdi Alosh
Revised with Allen Clark

Spanish
An Introduction to Spanish for Health Care Workers
Communication and Culture, Fourth Edition
Robert O. Chase and Clarisa B. Medina de Chase

Fundamentos teóricos y prácticos de historia de la lengua española
Eva Núñez Méndez

A New Anthology of Early Modern Spanish Theater
Play and Playtext
Bárbara Mujica

Seamos pragmáticos
Introducción a la pragmática española
Derrin Pinto and Carlos de Pablos-Ortega

French
French in Action
A Beginning Course in Language and Culture: The Capretz Method, Third Edition
Pierre J. Capretz and Barry Lydgate, with Béatrice Abetti, Thomas Abbate, and Frank Abetti

Tu sais quoi?!
Cours de conversation en français
Annabelle Dolidon and Norma López-Burton

German
Schreiben lernen
A Writing Guide for Learners of German
Pennylyn Dykstra-Pruim and Jennifer Redmann

Kunterbunt und kurz geschrieben
An Interactive German Reader
James Pfrehm

Arabic
Ahlan wa Sahlan
Mahdi Alosh
Revised with Allen Clark

Arabic for Life
A Textbook for Beginning Arabic
Bassam K. Frangieh

Introduction to Spoken Standard Arabic
A Conversational Course on DVD
Shukri B. Abed with Arwa Sawan

Portuguese
Bom Dia, Brasil
3rd Edition of Português Básico para Estrangeiros
Rejane de Oliveira Slade
Revised by Marta Almeida and Elizabeth Jackson

Yale University Press

YaleBooks.com
WORKSHOPS AND TEACHING LABS

Please Note:

- Workshops are optional, three- or six-hour professional development experiences that are highly interactive and that explore a topic in depth. Workshops require advance sign-up on your registration form and the payment of a fee (in addition to your registration fee). They are offered on Thursday, March 27 only. Coffee service is included.
- Teaching labs are optional, two-hour professional development activities that are hands-on and that you will leave with materials and strategies to implement in the classroom right away. Teaching labs require advance sign-up on your registration form, but there is no cost added to your registration fee. They are offered on Sunday morning only. Coffee service is included.
- If you wish to register for workshops or labs, please indicate the workshop or lab number(s) on your registration form.
- Workshops are NOT sessions (see pages 20-39): sessions are 60 minutes long and are scheduled for Friday and Saturday only. You do NOT sign up in advance for sessions and there is NO ADDITIONAL FEE for them.
- We regret that we cannot honor requests to switch workshops.
- Workshop locations are printed on entry tickets.

THURSDAY, MARCH 27
9 AM - 5 PM
(BREAK FROM 12-2 PM)

1. ACTFL Workshop: Planning for Student Learning: Effective Curriculum, Unit, & Lesson Design ($150)
Laura Terrill, Independent Consultant

Learn guiding principles for designing standards-based curriculum, units, and lessons focused on developing learners’ language performance. Consider how the National Standards, 21st Century Skills, and Common Core guide the development of a vertically aligned curriculum that builds students’ communication skills and cultural understandings. Participants explore thematic unit design and daily lesson planning with strategies that maximize student learning in support of curricular goals, with indicators of performance expected at each level of instruction.

THURSDAY, MARCH 27
9 AM - 12 PM

3. iTech, uTech, we all Tech ($75)
Mercè Garcia, The Chestnut Hill School

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? Do you learn best by doing? This workshop will provide you with proven and ready to use ideas on how to integrate technology into your classroom activities. You will have time to experiment apps and other online resources we will be walking you through. Please bring your iPads and your computer so that you can fully take advantage of the workshop. An online reference will be provided to every attendee. This session will be beneficial both to “digital natives” and “digital immigrants.” Examples given can be adapted across all age levels.

4. Special Education Strategies and Modifications for the World Language Classroom ($75)
Glennysha Jurado-Moran, Piscataway (NJ) Public Schools

Are you looking for strategies to help you meet the needs of learners in your classroom? Learn useful and practical strategies to modify instruction and assessments in all three modes of communication presented by a dual-certified Special Education and World Language teacher. Gain a background on learning disabilities. Make sense of Individualized Educational Plans and learn how to implement modifications in a way that benefits all students. Discover how integrating various learning strategies and simple modifications can not only meet the needs of all learners but also spice up your classroom.
5. The Elephant in the Room: Grammar and Proficiency ($75)
Bill Heller, SUNY Geneseo

Reflect on the role of grammar in the communicative curriculum by examining the work of Lee and VanPatten, Doughty and Williams, De Mado and others through the lens of the ACTFL Proficiency Guidelines. The presentation will primarily be an interactive lecture interspersed with a variety of brief activities to process, assimilate and apply the main concepts presented. Participants will leave with some concrete strategies to try in making changes advocated in the workshop and with a detailed handout. No prior knowledge is assumed, but previous familiarity with the ACTFL Proficiency Guidelines and secondary teaching experience will be helpful. Warning: This workshop may raise more questions than it answers!

6. How to Plan and Propose a Good STARTALK Program ($75)
Catherine Ingold, National Foreign Language Center - U. MD.
Jennifer Eddy, Queens College/CUNY
Mary Elizabeth (Betsy) Hart, University of Maryland
Nicole Rumeau, University of Maryland

This workshop guides participants on how to lead a successful STARTALK program, from Idea to Implementation. Since 2007, STARTALK has led the profession in providing summer language immersion experiences for students and highly focused professional development for teachers in critical languages. Presenters will help you craft a sound proposal, plan the curriculum, and guide you through implementation with a variety of tools, support materials, and hands on resources. Participants will have the opportunity to brainstorm ideas and use tools that will help them in their classrooms. They will understand how principles for effective teaching are integrated into the STARTALK planning tools and will leave with greater understanding and specific information.

7. Trabajar con cortometrajes en la clase de español ($75)
Esther Gimeno Ugalde, Boston College

Este taller pretende acercar al docente al medio cinematográfico y presentar el cortometraje como una útil herramienta didáctica. Se presentará una breve reflexión teórica acerca de las múltiples ventajas que ofrece este medio en las clases de lengua. El propósito de esta primera parte será introducir algunos criterios de selección que faciliten la tarea del profesor a la hora de optar por un cortometraje. Esta breve introducción servirá de base para presentar una secuencia didáctica elaborada a partir del cortometraje Éramos pocos (2005). En la segunda parte del taller, de carácter más práctico, los participantes deberán hacer sus propias propuestas didácticas a partir de una variedad de cortometrajes (Ana y Manuel; Ella o yo; La Bruja).

8. Groups, Games, Good Times and a Tidbit of Technology ($75)
Valerie Greer, Bay Shore (NY) Middle School
Wendy Mercado, Bay Shore (NY) Middle School

Increase the level of enthusiasm and participation in your class with games, cooperative activities and use of technology. Learn activities that make the students feel like your class is all fun and games when it’s actually a valuable learning environment that fosters all skills. Participants will learn many new games and activities that will enhance their lessons and make them more enjoyable for everyone. Each game and activity presented will include demonstrations and audience participation. Teachers will leave with a packet of materials and access to links that can be implemented with any language or level. Bring the life back to your language class and have your students begging for more!

THURSDAY, MARCH 27
2 PM - 5 PM

9. Communicative Latin: Speaking and Writing in the Classroom ($75)
Jacqueline Carlon, University of Massachusetts Boston

This workshop will introduce teachers to a number of techniques and exercises that use speaking and writing to teach Latin grammar and enhance reading skills. The goal is to help teachers enliven their classrooms and address the varied learning styles of their students by incorporating active methods that engage students in
meaningful communication with one another and with the texts they read. All the activities are informed by recent research in second language acquisition. Participants should have a good working knowledge of Latin, as the workshop will be interactive, but no experience with speaking is necessary.

10. Using the iPad in the WL Classroom ($75)
Dana Pilla, Haddonfield (NJ) Public Schools
Glennysha Jurado-Moran, Piscataway (NJ) Public Schools

Tap into the iPad world and learn how to use this engaging, yet easy to use technology. The iPad and its Apps are a fun way to inspire and motivate your students. Learn how the iPad can be used for instruction and assessment in all three modes of communication at all levels of language learning. Discover how it can not only bring authentic language directly to your students but can also enhance language learning in a manner that is appealing and meaningful to today’s students. No significant background knowledge is required to benefit from this session.

11. Using Centers to Differentiate in the Early Language Classroom ($75)
Nathan Lutz, Kent Place School

Differentiation is indisputably the best way to reach the academic needs of all our diverse learners. Managing a differentiated classroom, however, deters many teachers because of preparation time, materials management, and limited student face time with the teacher. With the implementation of learning centers, early language teachers can effectively have their students working independently at their instructional level while other students are receiving direct instruction or being assessed by their teachers in homogenous groupings.

12. Best of NJ: Acquisition through Comprehensible Input - Gaining Micro-Fluency ($75)
Liam O’Neill, Pascack Valley (NJ) Regional HSD

Current brain research suggests that a L2 is acquired most efficiently through Comprehensible Input (CI). CI Theory and current TPRS (Teaching Proficiency through Reading, Storytelling) practices draw from this brain research, address all modes of communication and are transforming classrooms across the country. Presenter will teach a lesson in Chinese, dissect the lesson with attendees and share videos of student work. Attendees will see the power of repetitive, comprehensible language input and get direction for further exploration. Can your year one students speak extemporaneously for over two minutes? Learn how most can when instructors make language engaging, comprehensible and meaningful. Explore CI Theory and TPRS practices.

13. Writing the ACTFL-CAEP Report ($75)
Rebecca Fox, George Mason University

Do you need help preparing your ACTFL/CAEP Program Report? This workshop will prepare foreign language teacher education programs to write their ACTFL/CAEP (NCATE) Program Report as they seek national NCATE recognition. Participants will examine the program standards, the program report template, and sample assessments. Hands-on activities will focus on the types of assessments and data that can demonstrate achievement of the standards.

14. The Power of Formative Assessments: Unlocking Student Learning ($75)
Deborah Espitia, Howard County (MD) Public Schools
Leslie Grahn, Howard County (MD) Public Schools

Want to know more about formative assessments and what to do with the data you collect from them? Then, join us as we explore, experience, and analyze a variety of formative assessment strategies. Time will be provided to create formative assessment tasks and highlight points in a lesson where formative assessments might occur. Then, we’ll take that next step to identify possible responses to formative data based on what we know about our learners and their needs. A variety of resources will be provided and access to a wiki with many more.
Cheryl P. Berman, Newington (NH) Public Schools
SAU District S0

This teaching lab will present two hands-on activities of creating a clay gargoyle and small stained glass window. This lab will bring cultural education into your French classroom. Each activity will be presented in an actual hands-on format where each attendee will make and take a lesson for these two items. Presenter will connect each activity to your French classroom with a vocabulary list and brief historical information. Participants will gain knowledge of how to bring these wonderfully historical pieces of French history to life! Attendees will make and take their own creations and receive the instructions and standards connections to make these wonders educational and affordable to their middle school students.

17. 1000 Words: Using Authentic Images to Spark Speech and Writing
Chela Crinnion, Ethical Culture Fieldston School

Images are powerful tools to spark speech and writing. By using authentic images — photographs, ads, and even those inspirational posters that inundate social media — you can spark great discussions and journaling in your classes. This teaching lab will focus on sources and approaches for incorporating authentic images into lessons. Examples will be presented thematically, with topics such as Friends and Family, Health and Wellness, and Community and Service. Participants will have time to collaborate, searching for authentic images and adapting provided templates to create worksheets. All materials will be shared via Google Drive. Examples will be in Spanish, but templates can easily be adapted for other languages.

18. District Determined Measures: Oral Proficiency
Pat DiPillo, Falmouth (MA) High School

Have you been searching for a method or process to develop a District Determined Measure that addresses a specific need in regard to assessing oral proficiency and target use of language by students? Attending this teaching lab will help you to create an instrument that you can use to gauge target language use in an interactive collaborative way by assessing oral proficiency at whatever level you teach. Participants will be guided step by step through the SMART Goal creation process to design and take away a comprehensive Action Plan ready to be implemented in their respective districts and used immediately.

19. Technology to Get Students Talking
Holly Forsyth, Fox Chapel (PA) Area SD
Jessica Taylor, Fox Chapel (PA) Area SD

“Best in Conference” winners will present a hands-on teaching lab demonstrating best practices from collaborations across cultures and schools. Learn how to incorporate easy to use technologies such as flip cameras, iMovie, Skype, video and paper scrapbooks, Photobooth, YouTube, websites, iPods/podcasts, and virtual learning into your instruction. Plan (free), sustainable and reasonable projects that can be accomplished in a few classes. Try out a few technological tools in break-out groups and plan for your specific context. See how our technology-enhanced mini lessons can combine into an integrated sequence and can connect to larger curricular goals and effective collaborations. Beginners welcome! Examples in Spanish and Quechua.

20. Digital Storytelling with Online and Mobile Tools
Angela Gunder, Northern Virginia Community College
Silvina Orsatti, University of Pittsburgh

Learn practical hands-on strategies and technology tools for bringing language learning to life through digital storytelling. Participants of all skill levels are invited to take part in an active and informative teaching lab that will showcase some of the best online and mobile tools for learning. All of the applications are specifically aligned to providing students with more time on task and better opportunities for engagement with the tar-
get language. The session will guide participants through the usage of the tech tools, demonstrate best practices for implementation in the classroom, and provide them with a hands-on project and rubric.

21. Engage and Motivate the Reluctant Language Learner
Norah Jones, Fluency Language Services

In this practical, participatory teaching lab, participants experience and practice activities that motivate and reconnect reluctant and unmotivated students to teachers, their classmates, and language-learning itself. Practical information on why adolescents disengage from language-learning is paired with specific activities to overcome fear and disinterest. Three foundational, breakthrough language “truths” in action can return students to peer approval, learning, and personal identity. The highly-integrated steps provide participants immediate and practical understanding, activities, and resources. A thorough handout is provided.

22. Engaging Activities for All Learners
Janel Lafond-Paquin, Rogers High School

Need some strategies for teaching your own target language? Come to this teaching lab and participate in more than twenty engaging activities that will enhance your students’ learning experience and provide you with ideas for reaching and teaching all your students. Activities and strategies can be used at any level of instruction and with any formal text or literary selection. They include paired activities, activities that target the four skills, cooperative activities, differentiated instruction activities, activities that promote logical thinking, technological activities, and creative activities. For those seeking to engage all students in active language learning and to prevent boredom, this lab is an opportunity to experience in two hours a myriad of activities that can be easily incorporated into their own language classes. A handout with all activities will be given to participants.

24. Hands-on Movie Making to Create Meaningful/Authentic Materials Enhancing Language Experiences
Celia Liu, The College of New Jersey

Movies (short film) offer more authentic and meaningful language experience than merely text or still pictures could. During this teaching lab, the presenter will demonstrate how easy it is to create movies using short video clips captured by smart phones, tablets or camera. Incorporated with appropriate PowerPoint slides and subtitles in the movie, a meaningful video, which is suitable to your own lesson plan, will be created in no time. This session will not only cover the movie making techniques but will also illustrate how these customized self-created movies can be perfect teaching materials in developing the three modes of communication. We will examine how video carries many elements of the 5C standards in teaching foreign languages.

26. Assess For Success in the World Language Classroom
Ashley Tremper, Trinity Episcopal School

Looking for ways to assess your students that aren’t limited to multiple choice and fill-in-the-blank? After a brief overview of formative vs. summative assessment, a variety of hands-on and innovative activities will be presented and then created by the participants. Educators will walk away with numerous ideas and actual assessment tools to implement immediately in their own classrooms. While most of the examples will be in Latin, any language teacher can benefit from this learning lab. It has been taught at a New Teacher Institute for teachers of all grade levels with great success.

27. Glamorize Your Lesson Plans!
Arlene White, Salisbury University
Caroline Mark, Parkside High School

Need more glamorous lesson plans? Sparkling warm-ups? Intriguing transitions? Fascinating and engaging pair activities? Exciting exit strategies? Alluring resources? A hands-on lesson plan make-over may be just what you’ve been looking for! Come and see!
28. Voyage to the Louvre: Art in the World Language Classroom
Malachi Wood, Princeton Public Schools
Shannon Carr, L.C. Bird High School
Judith Csatari, Richmond Middle School
Christelle Palpacuer Lee, Rutgers U Graduate School of Ed

Let’s go to the museum! In this teaching lab, participants are invited to travel virtually to the Louvre in Paris, and learn how to integrate a voyage into art into their world language classroom. Participants learn: (1) what the Louvre museum is, (2) how to integrate art into their classrooms, and (3) how to design a voyage to the art museum along with museum activities. Participants will discover the collections of the Louvre and art appreciation through interactive and fun activities they can use later in their classroom. They will then examine three classroom units developed by the presenters as well as samples from students’ work and experiences at the museum. They will be able to use these units as templates to design tasks that target the world languages and Core Curriculum Contents Standards. The material created in this lab will include activities, assessments, and assignments. Handouts include unit and lesson plans, PowerPoint presentations, videos, and photos.
A Language Lab is still the BEST instructional tool available for language learning!

LANGUAGE LEARNING AT ITS BEST
EXTENSIVE SET OF LANGUAGE LEARNING ACTIVITIES

- Listening Comprehension
- Model Imitation
- Reading Practice
- Round Table Discussion
- Pairing
- Web Browsing
- Free Study
- AP® Exam
- Six Individual Sessions
- Screen Transfer with Audio
- Integrated Whiteboard
- Quizzes with Live Feedback
- Thumbnails of Student PCs
- Dynamic Licensing
- Comparative Recording
- Voice Graph
- Bookmarks
- Recap and Repeat
- Voice Insert
- Homework Drop Folder
- Site License for Home Use

*Purchase or Subscribe With Worry-Free Software Maintenance*

For more information contact your local representative:

**NJ, PA**
Educational Systems/Service
800-818-2319
contact@esshq.com

**CT, MA, ME, NH, NY, RI, VT**
Tandberg Educational
800-367-1137
info@tandbergeducational.com

The Study Suite was choosen by the Defense Language Institute Foreign Language Center (DLIFLC) for more than 650 of their language classrooms.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15 AM - 10:15 AM</td>
<td>30. ES: Accademia Italiana: Italian through Myth: Authentic Materials on Mythology in Italian Classes Friday, 9:15 AM-10:15 AM, Clarendon Italian/Postsec Francesca Romana Memoli, Accademia Italiana This session highlights the use of authentic materials in Italian classes of US students, experiencing an important aspect of the culture: mythology. How teachers can build lessons, using authentic materials tailor-made for college and university students, setting up different phases, adopting modern teaching techniques, like guided virtual visits to famous mythological sites: Palinuro, Scuola Medica Salernitana, helmsman of Aeaces. Tips are given to participants.</td>
</tr>
<tr>
<td>9:15 AM - 10:15 AM</td>
<td>31. ES: Vista Higher Learning: Form, Content, Strategies, Tools: Planning and Delivering Instructional Excellence Friday, 9:15 AM-10:15 AM, Dartmouth French, German, Italian, Spanish/HS, Postsec Norah Jones, Fluency Language Services This interactive session presents, in turn, format, content, strategies, and visual tools for planning and delivering high-quality, integrated and scaffolded lessons and courses. Participants learn how to define appropriate expectations, and experience content and tools to meet and assess each expectation. Each participant leaves with a personalized instructional plan, having identified the basics of their preferred content, strategies, and tools. A thorough reference handout is provided.</td>
</tr>
<tr>
<td>9:15 AM - 10:15 AM</td>
<td>32. ES: Explorica: An Inside Look at Student Travel Friday, 9:15 AM-10:15 AM, Exeter All languages/HS, Postsec Sarah Steinweedel, Explorica In learning a foreign language, what could be better for your students than conversing with a native speaker – not in the classroom – but in another city or country? Join us to learn how you can provide your students with an affordable, educational trip within the US or abroad. Discuss how to overcome common obstacles and how to motivate and engage students.</td>
</tr>
<tr>
<td>9:15 AM - 10:15 AM</td>
<td>33. ES: IEARN: Connecting Classrooms around the World with IEARN-USA Friday, 9:15 AM-10:15 AM, Fairfield Arabic, Chinese/HS Jennifer Russell, IEARN-USA Connect your language class with schools around the world through technology. This session will explore opportunities and resources for language exchanges, both through study abroad and exchanges online, to connect students’ in-class learning to the real world. Participants will learn about virtual exchange and online platforms that enable students to communicate and collaborate with peers from 140 countries on projects that address global issues.</td>
</tr>
<tr>
<td>9:15 AM - 10:15 AM</td>
<td>34. Best of NH: Bewegtes Lernen mit Musik! (Active Learning with Music) Friday, 9:15 AM-10:15 AM, Harvard German/All levels Alison Pantasco, Keene State College “Sich es! Sag es! Tu es!” Music is a great vehicle for increasing enthusiasm in the German classroom, enriching vocabulary, internalizing grammatical structures and practicing pronunciation in a manner that students of all levels and their teachers (!) enjoy. Before you reach for another worksheet, try a little music with choreography! The presenter will guide participants in learning simple choreography for songs which they will then be prepared to teach in elementary and intermediate levels. Handouts of the lyrics with explanations of choreography will be available for participants when the session is completed. A video demonstration of upper level students presenting a song with more challenging lyrics will also be shown to illustrate the success of this instructional tool. No dance experience is required, but participants should not be surprised if they leave this session humming and tapping their foot!</td>
</tr>
<tr>
<td>9:15 AM - 10:15 AM</td>
<td>35. Crónicas: A Tool to Teach and Learn Portuguese FL Friday, 9:15 AM-10:15 AM, Hyannis Portuguese/HS, Postsec Célia Biancomi, Boston University Nilma Dominique, MIT This session is a Portuguese presentation on reading authentic material in a foreign language classroom through the use of crónicas, a rich literary genre that tells about an episode involving real people and that can be found in Brazilian newspapers and magazines. Students can benefit from working with crónicas to improve their vocabulary and word pronunciation, to learn about culture and to identify themselves with a particular passage. Our session promotes classroom discussion and analysis of real situations. This approach engages attendees to interact with peers to promote teaching and learning activities. The reading activities will be demonstrated and participants will discuss how to successfully incorporate them into language classrooms to increase cultural awareness and language proficiency. Exercises are also appropriate for Spanish speakers who are learning Portuguese.</td>
</tr>
<tr>
<td>9:15 AM - 10:15 AM</td>
<td>36. Mens sana in corpore sano Friday, 9:15 AM-10:15 AM, MIT Latin/Secondary William Clausen, Washington Latin PCS Gabe Malone, Washington Latin PCS Students have not just a mind but also a body. And adolescents are competitive. This session will focus on drawing out the implications of these two observations. We will demonstrate and engage participants in roughly a dozen group activities designed to improve students’ understanding of Latin. Activities include noun ending races with blacktop chalk, hopscotch with personal pronouns, conjugating verbs around the world using mini white boards, chal- rades with vocabulary; comparative adjective songs, and more. The goal here is not to pacify students with games but rather to create activities that will drive superlative adjectives and the sequence of tenses deep into their minds. Participants will learn a number of new activities and be challenged to think about why they make the choices they do in class. Some background of Latin would be beneficial, but someone could learn from the presentation even without such knowledge.</td>
</tr>
<tr>
<td>9:15 AM - 10:15 AM</td>
<td>37. What Teachers Should Know about Teaching and Assessment of Writing Friday, 9:15 AM-10:15 AM, Northeastern Arabic/Postsec Rabab El Nady, Tufts University This presentation will highlight strategies and approaches, which are both useful and practical, that teachers can use to overcome the challenges they face while teaching and assessing writing. The presenter will show a successful model that was adopted to enhance learners’ writing ability and enable teachers to assess learners’ writing skills efficiently. The model outcomes, as well as the successes and challenges both teachers and students encountered while implementing the model, will be reported as well. A PowerPoint presentation in addition to hands on activities and handouts will be used throughout the session.</td>
</tr>
<tr>
<td>9:15 AM - 10:15 AM</td>
<td>38. Using the LinguaFolio Can-Do Statements in a Standards-Based Classroom Friday, 9:15 AM-10:15 AM, Regis German/K-12 Deborah Orth, Cony HS This session will introduce the LinguaFolio Can-Do Statements and how they’ve been used to guide the development of a standards-based curriculum. The presenter, SANS, Inc./Read Fellow Deborah Orth, will share her experiences and give examples of this ongoing work in progress. The session will also explore possibilities of using the Can-Do Statements in order to create a digital portfolio using Microsoft One Note.</td>
</tr>
</tbody>
</table>
40. Let’s Get Interpersonal: Teaching Social Skills to Improve Communication  
Friday, 9:15 AM-10:15 AM, Salon AB  
Spanish/HS, Postsec  
Jim Ventoasa, Marriotts Ridge High School  
Learn new strategies to reduce student anxiety while increasing interpersonal competence. In this interactive presentation, teachers will learn to improve student social skills through engaging activities and games. With these improved skills, students will feel more comfortable taking the language from the classroom to the real world.

41. Learning about Haiti: Tasks for the First-Year French Classroom  
Friday, 9:15 AM-10:15 AM, Salon CD  
French/K-5  
Mardel Michels, Royal St George’s College  
What started out as letter writing to children in Haiti ended with students learning about Haitian history, traditions, culture and current affairs. Students worked on writing tasks though a class blog, stories, and recipes, ending the unit researching and cooking a Haitian meal. A way of bringing the language alive outside the classroom.

42. Community-Based Material Development: Acción Directa and Spanish in Boston  
Friday, 9:15 AM-10:15 AM, Simmons  
Spanish/Postsec  
Roberto Rey Aguado, Massachusetts Institute of Technology  
Lissette Soto, Massachusetts Institute of Technology  
This session reports on Acción Directa and Spanish in Boston, two web-based video collections based on student-led public service projects in Mexico and Colombia, and on interviews with Spanish-speaking professionals and representatives of organizations serving the Hispanic/Latino community in the Boston area, respectively. Both projects aim at creating authentic materials to foster social and cultural awareness at different levels of the language curriculum, and at forging relationships between the language classroom and the Spanish-speaking community. The presentation will discuss the projects in the context of community-oriented language learning, explore the different stages in the projects’ development, from proposal to finished product, and conclude with a hands-on section on how to use these materials in the classroom.

43. Using Drama Techniques to Enhance Proficiency  
Friday, 9:15 AM-10:15 AM, Suffolk  
French, Spanish/All levels  
Margarita Dempsey, Smithfield High School  
Reawaken your inner actor! This hands-on session will present concrete examples of drama techniques that you can use in your classroom to enhance your students’ interpersonal, interpretative and presentational proficiencies. Find your muse and add more activities to your repertoire that go beyond charades and help your students communicate. No acting experience necessary!...Really!!

44. Microteaching: Lessons from STARTALK Summer LCTL Teacher Education Programs  
Friday, 9:15 AM-10:15 AM, Tufts  
All languages/Adult, Professional  
Anna Jacobson, University of Maryland  
Mouna Mana, University of Maryland  
What are the ‘do’s’ and ‘don’ts’ of using microteaching in language teacher education programs? In this presentation, the presenters will discuss microteaching as it is used in summer STARTALK teacher programs. The audience will be invited to critique models of this practice derived from the presenters’ research. With the presenters, they will brainstorm guidelines for using microteaching in 21st century language teacher education classes.

45. Bridging the Gap: Standards’ Expectations and Performance Reality for Students  
Friday, 9:15 AM-10:15 AM, Vineyard  
French/HS, Postsec  
Rosalie Greetham, University of Arkansas at Little Rock  
This session provides strategies for participants for utilizing the FL Standards and the world languages crosswalks developed by ACTFL for both the Partnership for the 21st Century and for the Common Core to redesign courses to include activities and projects that reflect real world language acquisition and usage by students at novice and intermediate levels. Sample activities and projects along with innovative assessment strategies are provided. Participants will have opportunities to interact with samples provided to develop activities for their classes and to bridge the gap between theory and student performance in all modes of communication.

46. Flipping the Foreign Language Class  
Friday, 9:15 AM-10:15 AM, Wellesley  
Spanish/HS, Postsec  
Kristin Pontarelli, East Greenwich High School  
Take the “direct instruction” right out of your teaching! Have more time in class to work on Project-Based learning and to have in depth conversations in the target language with your students! In this session, participants will gain a better understanding of what the “Flipped Classroom” approach is and how to execute it in their foreign language classes. This session will explain the basics of the flipped class, what goes into making an effective tutorial and what to do in your class now that you have more time to work with the language. Specific examples of tutorials, formative assessments, authentic resources and daily activities will be highlighted to allow for better understanding of this topic.

10:30 AM - 11:30 AM FRIDAY TIME SLOT

47. ES: SANS, Inc.: Simplify and Maximize Your Technology Resources for Language Learning Anytime/Anywhere  
Friday, 10:30 AM-11:30 AM, Clarendon  
Spanish/HS, Postsec  
Sandy Hayward, SANS, Inc.  
Iris Sattar, SANS, Inc.  
With so many platforms 1:1, iPad, BYOD it’s overwhelming. “What do I use? Is it compatible? How do I keep track?” Learn easy authoring of audio/video content; connecting content, text book portals, and websites for tracked student access. Examples include individual and collaborative student oral recording, reading, and listening activities with instructor feedback using audio/video/ text. SANS Space Virtual Platform and other resources will be highlighted.

48. ES: Santillana USA: Spanish in the Secondary Grades and the Common Core  
Friday, 10:30 AM-11:30 AM, Dartmouth  
Spanish/HS  
Mario Nuñez, Santillana USA Publishing Co, Inc.  
Participants will explore the nature of the ELA National Common Core Standards (CCSSO, 2010) and their implications for the secondary Spanish language classroom, including their alignment with the National Language Standards, and the Common Core en español.

Friday, 10:30 AM-11:30 AM, Exeter  
French/K-12  
Magali Boutitot, Consulate General of France in Boston  
Fabrizio Mazzetta,  
Learn how to encourage your students in elementary and secondary schools to obtain an official diploma in the French Language. The DELF is a diploma awarded by the French Ministry of National Education to assess language skills of people whose first language is not French. It is designed by the Centre International d’Etudes Pédagogiques (CIHP), a public body part of the French Ministry of Education.
50. ES: Cambridge University Press: Intercultural Connections - Practical Teaching Strategies for a Cultural Language Experience
Friday, 10:30 AM-11:30 AM, Fairfield
Spanish/HS
Emily Stewart, Cambridge University Press
Research has shown that students learn more (and are more motivated and engaged) when they learn language in context and not in isolation. Using David Corbett's 'Intercultural Language Activities,' this session will provide practical ideas and strategies to discuss and see ways to move language learning in isolation to involvement with other cultural connections. This session will present and discuss a wide range of easily accessible activities that will help teachers engage and motivate students by providing them with topics that they WANT to learn about. This will be an interactive session with participants discussing and practicing key strategies to incorporate interculturalism into the classroom as a way to engage and motivate learners. After completion of this session, participants will have concrete practical activities and strategies that they can begin using immediately in their classroom to motivate and engage students in the language learning classroom.

51. The 5 Cs in Action: Collaborative Final Projects
Friday, 10:30 AM-11:30 AM, Harvard
German/Postsec
Jutta Schmiers-Heller, Columbia University
This session will show how 2nd year German college students use the final week of the semester to work collaboratively on group projects reviewing and using the materials they have learned throughout the semester as a basis for creating something new such as a game, a comic, literature, or even art. This fashion students deepen existing knowledge while applying it in a new context, and continue to explore language in the realm of the five Cs.

52. Making Literature Accessible to Second Language Learners
Friday, 10:30 AM-11:30 AM, Hyannis
Italian/HS
Maria Proctorio-Demas, Newton North High School
How do we make literature accessible and interesting to second language learners at the high school level? During this session attendees will participate in a sample lesson using a novella from the Decameron and bringing it to life with many pre/post reading activities, including vocabulary learning activities, discussions, and oral skits.

53. Panem et Circenses — Rome to Panem
Friday, 10:30 AM-11:30 AM, MIT
Latin/Secondary
Elise Gursabaney, Washington Latin PCS
This session will focus on strategies and activities for teaching Latin and Roman history and culture through Suzanne Collins' hit novel, 'The Hunger Games.' Instructors will have the opportunity to interact with 'The Hunger Games' text and film to explore the influence of Rome throughout the story, and find practical ways to incorporate 'The Hunger Games' into the Latin curriculum from elementary level through Advanced Placement. Sample assignments, student work and resources will be provided. This session is aimed at the middle school and high school level due to the mature content of 'The Hunger Games.'

55. Best of PA: What Can Kindergarten Teach Us?
Reading Circles in the FL Classroom
Friday, 10:30 AM-11:30 AM, Provincetown
Spanish/All levels
Rich Madel, Colonial School District
Reading circles are used in elementary L1 classrooms as a way to model language, build vocabulary, reinforce comprehension, and bring literature to life. Learn how to go back in time in your classroom and get students engaged in reading texts in the target language. Reading (literacy) circles are an already well-developed method to encourage literacy in L1 elementary classrooms. Participants will be provided with research to support its efficacy, examples of how it has been used in the L2 classroom, and ideas to be implemented upon leaving the session. Participants will be able to incorporate new ways to model the target language, utilize new strategies to check for comprehension of target material, and energize their students by providing a safe, low-stress reading environment.

56. Re-Thinking Study Abroad: A Critical Intercultural Approach
Friday, 10:30 AM-11:30 AM, Regis
All languages/HS, Postsec
Nathan Ferrell, Howard High School
The goal of this presentation is to understand study abroad from a critical intercultural perspective and the various factors that may inhibit its transformative capacity for justice and peace, such as the language of tourism and the consumerist mentality of the study abroad experience. Attention will be given to the rhetorical strategies in study abroad literature and the language institutions used to frame the experience. Discussion will follow the presentation on how educators can better understand the shortcomings of a study abroad experience that is not critical and the challenges we face as we re-think the enterprise. The presentation and discussion are part of a larger collaborative effort to offer alternative methods and pedagogies that prepare for growth in the field and to also work for change at our home institutions.

57. From Good Practices to Best Practices: Maximizing Communicative Interactions
Friday, 10:30 AM-11:30 AM, Salon AB
French, Spanish/Secondary
Carol Dean, SUNY College at Oneonta
Drawing upon actual teaching observations in middle and high school L2 classes, this session will provide numerous examples of how sometimes the simplest changes in a lesson can provide learners with richer and more frequent opportunities for interacting with the TL. Examples will be presented. Participants will analyze sample lessons and consider strategies, activities, and approaches to improve them. The presenter will also provide suggested improvements.

58. Prioritizing Communities: Planning a Unit from the Outside In
Friday, 10:30 AM-11:30 AM, Salon CD
French/Spanish, All levels
Eileen Glisan, Indiana University of PA
June Phillips, Weber State University, emerita
This session presents ideas for prioritizing the Communities Goal in the unit planning process by making interaction in target-language communities the primary objective. Presenters will share examples of real-time and virtual activities for connecting students to Communities and preparing students linguistically and culturally to interact in the target language within these communities. Participants will engage in collaborative planning of a unit with a Communities focus.

59. Teaching Geography through Comprehensible Input and TPRS
Friday, 10:30 AM-11:30 AM, Simmons
French/K-8
Allison Litten, Marion Cross School
In this session teachers will see the details of a unit that focuses on the geography of France used with fifth graders. Personalized questioning and vocabulary serve as points of departure. A folktale allows students to practice reading with written input. Photographs and videos increase the exposure the students have to the material covered in the unit and enhance the students' experience. During the session attendees will see an outline of the unit in addition to photos and videos of students in action, examples of student work and lesson plans. This session content is adaptable for all grade levels and languages. No prior knowledge of CI or TPRS is necessary to follow this session.

INDEX OF CONCURRENT SESSIONS
The language enterprise in the US stands at the
Consultants/JNCL-NCLIS
Monique Roske, M2 Language

All languages/All levels

62. Sustaining Language Education as an
investigation and the spread of stability and democracy worldwide. Our professionals are teachers, interpreters, translators and others. We enable the vital role played by language in 21st century citizenship. This session describes how the Joint National Committee for Languages and the National Council for Language and International Studies works to advocate for language in the US, and how you can help. No prior advocacy experience is required – just enthusiasm for languages.

63. Taking It Personally
Friday, 10:30 AM-11:30 AM, Wellesley
Spanish/Secondary
Karolyn Rodriguez, Hamden Public Schools
Annie Lingley, Hamden Middle School
Erica Torruellas, Hamden Middle School

This session will address how to create cultural competency and value the diversity of the student population. In an effective classroom, teachers realize that students bring a wealth of personal and cultural experiences. Tapping into that resource is crucial to having an effective and enjoyable learning experience. Teachers must adapt instruction to take into account the differences and diversity of students and to think beyond the textbook. Learning styles, capabilities and needs of learners are addressed through activities that will help students develop language skills. Participants will examine and discuss a variety of ways to create a cultural, comfortable and enjoyable learning environment. How do we hook our students? TAKE IT PERSONALLY?

11:30 AM - 1:00 PM: EXHIBIT AREA
VISIT TIME!
1:00 PM - 2:00 PM FRIDAY TIME SLOT

64. ES: World of Reading: Spanish Elementary and Middle School Curriculum - Authentic and Innovative
Friday, 1:00 PM-2:00 PM, Clarendon
Spanish/K-8
Cindy Tracy, World of Reading, Ltd.
Roberto Riboli, Eli

Published by Eli, we will present 2 Spanish only curricula - Vale Spanish course in 3 levels for the primary school - student book, workbook, teacher's book, audio cd and interactive dvd. We will then present A Bordo, published in 2013 in 2 levels with a student book, workbook (with cd), grammar book, teacher's guide with tests, class cd and digital book for the teacher.

65. ES: Education Office, Embassy of Spain: Television Advertising: Authentic Materials that Motivate Students Learning Spanish
Friday, 1:00 PM-2:00 PM, Dartmouth
Spanish/Secondary
Maria del Mar Torres Ruiz, Education Office - Embassy of Spain

Advertising is a powerful tool for teaching language given that it helps to contribute the necessary context for the acquisition of the language. Attendees of this session, conducted in Spanish, will receive ideas about how to use television commercials in the teaching and learning of Spanish as a second language.

66. ES: Breaking the Barrier: The Ideal Lesson: Ten Steps to Total Fluency
Friday, 1:00 PM-2:00 PM, Exeter
French, Spanish/HS, Postsec
John Conner, Groton School/Breaking the Barrier, Inc.

In this session, John Conner, Dean of Faculty / Spanish teacher at Groton School and author of the acclaimed “Breaking the Barrier” series, leads participants through ten 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 very next day. Handouts will be provided.

67. ES: Centro Studi Italiani: Contest Today, Study Tomorrow
Friday, 1:00 PM-2:00 PM, Fairfield
Italian/Postsec
Giovanni Eric Pasotto, Centro Studi Italiani

An in-depth look at how a short University summer program can enrich its curriculum by adding daily study of the local language. Through analysis of the case study “Millikin University’s Urbana summer program in Italy,” we will demonstrate how the effectiveness of the conversational language study approach can lead to spontaneous individual follow up in the long term.

68. ES: Wayside Publishing: Neue Blickwinkel: A Thematic Approach to Teaching AP Themes
Friday, 1:00 PM-2:00 PM, Harvard
German/HS, Postsec
Cynthia Chatupa, West Virginia University
Heiko ter Haseborg, West Virginia University

Neue Blickwinkel is an AP/Intermediate textbook organized around 7 unique thematic units (chapters) that draw on multiple AP contexts in each. This iterative approach enables teachers to provide multiple inputs of the contexts through spiraled instruction. The presenters will discuss the thematic unit approach and provide Standards-based activities from the book.
<table>
<thead>
<tr>
<th>Session Number</th>
<th>Session Title</th>
<th>Speaker(s)</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>69.</td>
<td>Give Your Members More: State Language Organizations in the 21st Century</td>
<td>William Anderson, Massapequa School District</td>
<td>Hyannis</td>
<td>1:00 PM-2:00 PM</td>
</tr>
<tr>
<td>70.</td>
<td>Revitalizing Memorization: Taking the Routine out of the Role</td>
<td>Corey Martin, Washington Latin PCS</td>
<td>MIT</td>
<td>1:00 PM-2:00 PM</td>
</tr>
<tr>
<td>71.</td>
<td>How to Start an Arabic Program in Your District</td>
<td>Steven Berbeco, Defense Language Institute</td>
<td>Northeastern</td>
<td>1:00 PM-2:00 PM</td>
</tr>
<tr>
<td>72.</td>
<td>Best of ME: Backbone of Backwards Planning: Integrated Performance Assessment</td>
<td>Catherine Gram, Falmouth (ME) High School</td>
<td>Hyannis</td>
<td>1:00 PM-2:00 PM</td>
</tr>
<tr>
<td>73.</td>
<td>Cultivating the 5Cs: The Development of a Sustainability Course Abroad</td>
<td>Lucile Duperron, Dickinson College</td>
<td>Regis</td>
<td>1:00 PM-2:00 PM</td>
</tr>
<tr>
<td>74.</td>
<td>Building Students’ Interpersonal Skills at the Novice and Intermediate Levels</td>
<td>Cheryl Quintan, NJ Department of Education</td>
<td>Hyannis</td>
<td>1:00 PM-2:00 PM</td>
</tr>
<tr>
<td>75.</td>
<td>Hyper-Collaboration and Language Instruction in the 21st Century</td>
<td>Kevin Gaugler, Marist College</td>
<td>Salon CD</td>
<td>1:00 PM-2:00 PM</td>
</tr>
<tr>
<td>76.</td>
<td>Breaking Stereotypes with Music</td>
<td>Erica Torruellas, Hamden Middle School</td>
<td>Provincetown</td>
<td>1:00 PM-2:00 PM</td>
</tr>
<tr>
<td>77.</td>
<td>Integrating Authentic Materials into Your World Language Classes</td>
<td>Ed Weiss, Haverford Township SD</td>
<td>Suffolk</td>
<td>1:00 PM-2:00 PM</td>
</tr>
</tbody>
</table>

**FRIDAY**

Northeast Conference Program 2014
skills that teachers will be able to use the very next day and for the rest of their careers. The integration of authentic materials has the potential to capture the interest of students and provide increased relevancy for your curriculum.

78. Ensuring Successful Reading Curriculum for AP Chinese Language and Culture
Friday, 1:00 PM-2:00 PM, Tufts
Chinese/Secondary
Cecilia Chang, Williams College
Helping students develop reading proficiency is a critical and challenging task for most teachers of Chinese. Proficient reading is a multidimensional task that requires automatic execution and smooth orchestration of an array of skills, both at the local and global levels. This session is designed to provide a deeper understanding of the essential skills needed for successful reading in the AP Chinese Language and Culture course and how to develop effective reading pedagogy to ensure such success. Specifically, the participants will learn how to build a strong vertical team to achieve the objectives delineated in the ACTFL Reading Proficiency Guidelines, how to incorporate research-based reading strategies to increase teaching efficiency, and about useful resources to enhance the reading curriculum.

79. Sustaining Languages in STEM-focused Schools by Creating Inclusive Language Classrooms
Friday, 1:00 PM-2:00 PM, Vineyard
German, Spanish/HS, Postsec
Susan Griffin, Boston University
Gisela Hocbein-Alden, Boston University
The influx of STEM students in K-16 institutions means that visual-spatial learners encounter language teaching styles and curricula originally designed for auditory-sequential learners. They have difficulties with a more text-based course format and lack opportunities for acquiring more specialized language in literature-based instruction. Since a major motivation for language learning is the acquisition of global communication skills, enrollments in upper-level language decline. Presenters demonstrate how to adjust teaching approaches and enrich course content to accommodate all learning styles and retain students. Participants will engage in hands-on, multi-sensory, interactive project-based activities to see how to create learning communities and reinforce creative and critical thinking at all proficiency levels. Examples from German and Spanish, applicable to all languages.

80. Bridging the Gap between Language and Literature Classes: The Sonnet
Friday, 1:00 PM-2:00 PM, Wellesley
Spanish/HS, Postsec
McKew Devitt, University of Vermont
The sonnet is an engaging, interactive and useful tool for any level Spanish class and an effective way to develop cultural proficiency in the learner. The very structure of this poetic form requires an essential understanding of orthography and offers the opportunity to bridge language courses with a literary tradition. Participants will consider the links between language and literature courses and discover a deeper appreciation of the sonnet and of writers from across the Spanish-speaking world. They will be introduced to terminology needed for interpreting sonnets, and will come away with tools for developing critical reading and discussion skills.
2:00 PM - 2:45 PM: EXHIBIT HALL VISIT TIME!
2:45 PM - 3:45 PM FRIDAY PAPER SESSION

81. Studying Italian in High Quality Standard Schools in Italy: ASILS
Friday, 2:45 PM-3:45 PM, Clarendon
Italian/Postsec
Francesca Romana Memoli, Accademia Italiana
Since 1991 ASILS Association of Schools of Italian L2, with 40 schools in 10 Italian regions and with 28,000 students a year, is designed to guarantee the quality of instruction and professional level to students interested in studying in Italy. It has brought together the top Italian schools and aspires to a national quality assurance system, vital for the prestige of the Italian language worldwide.

82. ES: Wayside Publishing: Weaving Products, Practices and Perspectives through TRIÁNGULO APROBADO
Friday, 2:45 PM-3:45 PM, Dartmouth
Spanish/HS, Postsec
Barbara Gatski, Millbrook School
John McMullan, Millbrook School
A very effective way to use the rich resources in this pedagogically flexible book for the Spanish AP Exam. We will share a thematic syllabus, activities that can be used immediately in the classroom, and a video of a successful IPA. The presentation will be in Spanish and English.

83. ES: Breaking the Barrier: The iPad in the Classroom - Breaking the Technology Barrier!
Friday, 2:45 PM-3:45 PM, Exeter
French, Spanish/HS, Postsec
John Conner, Groton School/Breaking the Barrier, Inc.
The iPad provides an incredible platform for learning! John Conner, Dean of Faculty at Groton School and author of Breaking the Barrier, will demonstrate the many features of the iPad version of his Spanish and French series, including its audio, video, and interactive capabilities. The iPad allows students to check their work as they move through a unit, freeing up class time for other activities.

84. ES: National Registration Center for Study Abroad: Volunteer in Latin America! Exciting, Rewarding Opportunities for You!
Friday, 2:45 PM-3:45 PM, Fairfield
All languages/Postsec
Joan Schaeffer, National Registration Center for Study Abroad
Like to volunteer somewhere in Latin America but don’t know where? Learn about dozens of exciting opportunities for volunteer positions and internships. Costs are low, dates flexible and the rewards are great! Put your Spanish or French to practical use and even improve your language skills and cultural relevancy. Ideal for students and teachers! Attendees receive current listing of organizations with websites and job descriptions.

85. Kiezdeutsch: A New Ethnolect
Friday, 2:45 PM-3:45 PM, Harvard
German/HS, Postsec
Colette van Kerckvoorde, Bard College at Simon’s Rock
Speakers of Kiezdeutsch are adolescents, mainly with a migration background. They use sentences such as ‘Ich mach’ dich Krankenhaus’ or ‘Morgen ich geh’ Kino.’ In this session, we will focus on the linguistic features of Kiezdeutsch, listen to music and watch video-clips that illustrate the use of this ethnolect. Finally, we will explore ways to use such material in the classroom.

86. Reversing Word Order Errors with Google Translate
Friday, 2:45 PM-3:45 PM, Hyannis
Dutch/Postsec
Wijnke de Groot, Columbia University
This session presents the use of Google Translate as a positive tool to improve students’ grammar in writing. Students are discouraged from using tools such as Google Translate, because they do not have the language skills to use them correctly. They use them nonetheless and usually to their disadvantage. The presenter will show that a different approach in assigning writing homework along with instructing students on how to use Google Translate successfully, followed by a critical review of their work, will result in better writing and fewer errors in grammar and vocabulary. For example, English-speaking students who speak or write in Dutch often make very
FRIDAY

specific word order errors, even though the word order rules are quite simple. Teaching those rules does not seem to have the desired effect: students keep making the same mistakes. This session will show how teaching students to use Google Translate in writing assignments can be a helpful way of reducing such errors. No knowledge of Dutch is required.

88. Populating Al-Kitaab with Animals
Friday, 2:45 PM-3:45 PM, Northeastern Arabic/HS, Postsec
Shakir Mustafa, Northeastern University
Al-Kitaab is oddly devoid of animals! To restore natural order, I have introduced animals that can function as characters or can facilitate instructional strategies. As characters, I use the vocabulary introduced in a particular unit to rewrite its story, substituting animals for the textbook’s characters. And to facilitate activation of vocabulary, I use animals in English cartoons for translation exercises emphasizing new lexical items.

89. Best of MD: Using Gestures to Support Vocabulary, Grammar, and the Target Language
Friday, 2:45 PM-3:45 PM, Provincetown French, Spanish/Secondary
Ashley Eschenburg, James M. Bennett High
Promote the target language in language study through gestures to reduce dependence on L1 to zero. Language coding through gestures paired with L2 gives students a kinesthetic foundation to relieve the stress of immersion, use as a mnemonic device, and promote teacher-to-student/student-to-student communication in the target language. Gestures inspired by ASL, common sense, and ease of use become daily class-time rituals that support target language guidelines. Presented in French with examples in Spanish and English.

90. Engaging Language Learners: What’s Reflection Got to Do with It?
Friday, 2:45 PM-3:45 PM, Regis
All languages/All levels
Mouna Mana, University of Maryland
Catherine Ingold, National Foreign Language Center - U. MD.
Reflection plays an important role in shaping the ways a language teacher engages his/her language learners. This session will specifically address aspects of how to connect reflection about one’s own instructional practices with active implementation of learner-centered approaches. Presenters will share STARTALK-endorsed principles and illustrate and discuss how reflecting upon them promotes learner-centered classrooms. The session aims to nurture deep and ongoing reflection about learner-centeredness as a first and necessary step towards creating a learner-centered classroom, and especially for the context of less commonly taught languages.

91. BANG! CLING! El uso del cómic en clases de lengua
Friday, 2:45 PM-3:45 PM, Salon AB
Spanish/HS, Postsec
Katia Urbanc, Wagner College
Pablo Pintado-Casas, Kean University
Margarita Sanchez, Wagner College
Desde los años 60 se ha producido una reivindicación artística del cómic, considerándolo como un “nuevo arte”, aunque sea anterior al octavo arte (la fotografía) y al séptimo (el cine). Aunque existen manifestaciones importantes de la historieta en la antigüedad, es a partir del siglo XIX, con la aparición de la prensa, que la serie de dibujos con una historia comienza a difundirse masivamente. En Hispanoamérica los cómics argentinos y los españoles son los más conocidos. En este panel se hará una presentación sobre las numerosas ventajas de la utilización del cómic en las clases de lengua de nivel básico así como en cursos avanzados de composición, conversación, cultura y literatura. Aunque conducido en español, este panel será de interés para teachers of other languages and will include examples in French.

92. Generating Demand for World Language Programs
Friday, 2:45 PM-3:45 PM, Salon CD
All languages/Adult, Professional
Anna Jacobson, University of Maryland
Janice Dowd, Independent Consultant
Mary Elizabeth (Betsy) Hart, University of Maryland
Rita Oleksak, Glastonbury Public Schools
Presenters will offer background information and data on successful advocacy for adding new languages to school year and before- and after-school programs. Strategies and tools for generating interest among stakeholders will be shared. A program administrator will provide first-hand information on the strategies and tools successfully used to bring a new Chinese language program to a school district.

93. CAPLfrançais: Using Authentic Images in the French Classroom
Friday, 2:45 PM-3:45 PM, Simmons
French/All levels
Katrine Pfannen, Washington and Jefferson College
Jean Copeland, J.R. Masterman Lab/Demo School
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 for teaching language.

Participants will discover the advantages and techniques of using authentic images to teach culture and vocabulary simultaneously. The presenters will offer ideas for how to apply the images in classroom settings at the elementary through advanced levels of instruction. Finally, they will describe Pictolang, a collection of vocabulary building games added to the CAPL website in 2013.

94. Remembering the Holocaust on the Screen: Sarah’s Key & La Rafle
Friday, 2:45 PM-3:45 PM, Suffolk
French/HS, Postsec
Tom Conner, St. Norbert College
On July 16-17, 1942 in Occupied Paris, more than 13,000 French Jews were arrested by French police. The victims were held in deplorable conditions at the Vélodrome d’Hiver or “Vel d’Hiv” before being sent to detainment camps just outside of Paris or in the Loiret, from where they were deported to extermination camps. Roughly 75,000 Jews were deported from France and only 3% survived. Learn about the detailed planning by the Vichy Government behind the Roundup and how the French nation has since dealt with the pain and shame of this traumatic event. Presenters will share literary and cinematic excerpts to demonstrate how to teach this subject in the French language and culture classroom.

95. Using Songs as a Classroom Management Strategy
Friday, 2:45 PM-3:45 PM, Tufts
Chinese/K-12
Ye Shen, University of Maryland
Classroom management skills are always vital and challenging for new teachers. This session presents strategies for using different songs in managing the classroom. Songs may be used as a prompt or transition between different tasks. New songs may be created from familiar melodies to help students and teachers maintain a harmonious classroom. I will first present several songs that American students are familiar with, interacting with attendees. Then, I will present my own modified version of different useful songs. When they leave, attendees will have learned a skill for modifying and creating songs to serve as classroom management prompts. There are so many nursery songs both in the United States and in China: how to effectively use those famous melodies to serve in our classrooms is a problem that can be solved. Attendees will have the chance to create songs with the presenter in this session.
INDEX OF CONCURRENT SESSIONS

FRIDAY

96. Postsecondary Networking Session: Revising the Undergraduate Curriculum
Friday, 2:45 PM-3:45 PM, Vineyard
All languages/Postsec
Dennis Looney, Modern Language Association
Peter Höyng, Emory University
The 2014 NECTFL Freeman Award for the best published article on the teaching of language and culture will go to the authorial team at Emory University that wrote “Overcoming Curricular Bifurcation: A Departmental Approach to Curriculum Reform,” published in Die Unterrichtspraxis 46, 1 (Spring 2013).
Peter Höyng, the Department Chair and one of the authors, will represent the team at NECTFL and will lead an informal networking session, moderated by ADFL Director Dennis Looney, on curricular reform at the undergraduate level. We may address such issues as designing a systematic and coherent approach to language learning that spans the entire college curriculum; the development of cultural literacy; and the articulation of the grammar-content nexus. Join us to share your own experiences or just to listen!

97. Communicative Activities that Build Classroom Communities
Friday, 2:45 PM-3:45 PM, Wellesley
Spanish/Community College
Martha Davis, Northern Virginia Community College
In this interactive session, attendees will participate in activities that increase communication among students and create a community of language learners in the classroom. If you are looking for lesson ideas that are fun, easy to implement and suitable for beginning through intermediate levels, this session is for you! Educators who are relatively new to the profession are particularly welcome to attend.

4:00 PM - 5:00 PM FRIDAY TIME SLOT

98. ES: RECF: Vivante et vibrante : Introduction au corpus franco-canadien
Friday, 4:00 PM-5:00 PM, Clarendon
French/All levels
Caroline Boudreau, RECF
Savez-vous qu'il y a 1.5 million de francophones au Canada qui vivent à l'extérieur du Québec? Ces francophones, éparsillés d’un océan à l’autre et qui vivent en situation linguistique minoritaire, ont une littérature bien à eux. Présentation des auteurs et des ouvrages marquants de ce corpus qui touche plusieurs genres et qui s’adresse à tous les âges et propositions de pistes d’exploitation.

99. ES: Santillana USA: Teaching Reading in the Bilingual and Spanish Heritage Elementary Language Classroom
Friday, 4:00 PM-5:00 PM, Dartmouth
Spanish/K-5
Maria Nuñez, Santillana USA Publishing Co, Inc.
During this session, participants will review the ELA Common Core Standards (CCSSO, 2010) and their implications for educators teaching Spanish in a variety of instructional models (FLES, bilingual, dual language, Spanish for heritage speakers, etc.), including the Spanish version, the Common Core en español.

100. ES: Pearson: Three-In-One! Integrating Communication, Common Core, and Pre-AP® Together!
Friday, 4:00 PM-5:00 PM, Exeter
Spanish/Secondary
Richard Sayers, Prentice Hall
Hot Issues in the World Language Classrooms! This interactive session shows you how to develop communication skills, address the Common Core ELA Standards, and build important pre-AP skills in the same class with your current resources! Take back great ideas to use on Monday. Examples in Spanish but applicable to all languages.

101. ES: French on Location/Spanish on Location: The Imperative for Off-Site Field Trips for World Language Students
Friday, 4:00 PM-5:00 PM, Fairfield
French, Spanish/Secondary
Michael Donovan, Spanish on Location/French on Location
It is no secret that French and Spanish field trips can really motivate and inspire language students, but for every student who can afford a trip overseas, there are 25 who cannot. French on Location and Spanish on Location have taken 100,000 students on short, affordable, domestic field trips where students see and learn first-hand what they've been reading in books. Seeing is believing.

102. Wise Guys im DaF-Unterricht: Materialien für den Unterricht
Friday, 4:00 PM-5:00 PM, Harvard
German/All levels
Mohamed Esa, McDaniel College

Friday, 4:00 PM-5:00 PM, Hyannis
Japanese/HS, Postsec
Takako Shigehisa, Northern Virginia Community College
As technology advances and Open Educational Resources become popular, online language courses have emerged as a more affordable and convenient counterpart to face-to-face courses. However, student outcomes and quality of design and delivery could use more assessment. The presenter, whose Japanese 101 course was awarded the 2013 Blackboard Catalyst Award, will share her pedagogic design for student engagement and course delivery to maximize student outcomes.

104. The “Write” Way to Success on AP/IB Latin Exams
Friday, 4:00 PM-5:00 PM, MIT
Latin/Secondary
Ashley Tremper, Trinity Episcopal School
Success on the AP and IB Latin exams is often determined by the student’s ability to interpret, analyze, and translate Latin passages. However, students must be able to effectively communicate their thoughts via writing to exhibit mastery. This session examines and demonstrates a variety of writing strategies that enhance AP and IB Latin students’ competence for the final exam via mentor texts, previous exams, and writing prompts. Participants will walk away with a variety of writing strategies to implement immediately in their upper level Latin classes.

105. Developing Reading Skills in Arabic across Levels
Friday, 4:00 PM-5:00 PM, Northeastern
Arabic/All levels
Haci Gunduz, Tufts University
Reading in any foreign language can be frustrating yet rewarding. Arabic is no exception. Knowing “how to read” helps students achieve this seemingly hard-to-attain skill. Reading is fundamentally important to reach a level where a language learner will read a wide range of material with ease to better immerse in the target language’s culture and literature. Like other skills, reading has strategies to master. This presentation will help you help your students! It will be interactive and hands-on. I will provide sample readings, and comprehension and word elicitation questions for these readings. In addition, the presentation will also cover...
reading strategies, how to choose and/or edit readings, how to apply grammar knowledge and what to include/avoid in readings.

106. Best of CT: Differentiation in the World Language Classroom
Friday, 4:00 PM-5:00 PM, Provincetown
French, Italian, Spanish/Secondary
Amanda Robustelli-Price
“Differentiation” is a buzzword in education. What does it mean? What would it look like with your students? In this session, participants will explore ways to structure both the class and activities to engage and empower the diverse students in our classrooms, thus creating an environment that allows teachers to work with small groups or individuals. In addition to sharing my own journey with differentiation and strategies for effectively grouping students, this session will give examples of differentiation by content, process, product, and by student trait. Participants will have the opportunity to personalize learning for their own classroom use.

107. Ecotourism: The Mayan Route and Ecodestinations in Central America
Friday, 4:00 PM-5:00 PM, Regis
Spanish/K-12
Flor Berman, Chatham High School
An exploration of how Ecotourism has been developed in three Central American countries. This session will showcase a thematic unit based on the many ecotourism destinations of Costa Rica, El Salvador and Guatemala. The presenter will demonstrate integrated performance assessments (IPA) based on 21st century skills. The resources provided will include available authentic materials relevant to teaching the Spanish language within the ecotourism context.

108. SANS, Inc./Mead Session: Tapping Podcasting’s Professional Development Potential
Friday, 4:00 PM-5:00 PM, Salon AB
All languages/All levels
Douglass Crouse, Sparta Middle School
This session by a SANS Inc./Mead Leadership Fellow will focus on the use of audio podcasts as a tool in distributing and consuming professional development content, with some discussion of podcasting as a tool in the classroom. Attendees will learn about terminology related to podcasting, the advantages of audio podcasts as a professional development tool, and resources and hardware available for creating audio podcast series. Presenter will describe how an ongoing podcast series on critical issues in the field of world language education was designed, planned, and produced.

109. Engaging Your Students: Strategies from National Teacher of the Year
Friday, 4:00 PM-5:00 PM, Salon CD
All languages/All levels
Mary Lynn Redmond, Wake Forest University
Linda Ignatz, ACTFL
This session by a SANS Inc./Mead Leadership Fellow will focus on the use of audio podcasts as a professional development tool, and to podcasting, the advantages of audio podcasts as a tool in distributing and consuming professional development content, with some discussion of podcasting as a tool in the classroom. Attendees will learn about terminology related to podcasting, the advantages of audio podcasts as a professional development tool, and resources and hardware available for creating audio podcast series. Presenter will describe how an ongoing podcast series on critical issues in the field of world language education was designed, planned, and produced.

110. Bringing a Multicultural Dimension to Language Students in Every Class
Friday, 4:00 PM-5:00 PM, Simmons
French/HS, Postsec
Rebecca Stanton, Groton School
This session will showcase a thematic unit 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. Examples provided will be mainly from the Francophone world. Teachers attending will also have the opportunity to collaborate and learn from each other.

111. Integrated Performance Assessments: A Student-Centered Approach to Developing Proficiency
Friday, 4:00 PM-5:00 PM, Suffolk
Spanish/HS
David Brightbill, William Penn Charter School
Sarah Aguilar-Francis, William Penn Charter School
Eric Jimenez, William Penn Charter School
Jean Taraborrelli, William Penn Charter School
Integrated Performance Assessments (IPAs) are an authentic task-based approach to increase student motivation and engagement in a modern language class. Participants will learn how to create their own IPAs to differentiate instruction and help students develop proficiency with the three modes of communication. They will receive access to a website with examples of IPAs for all levels and a list of resources for future reference.

112. Whiteboard Message Warmups: Tools for Differentiation, Authentic Communication, and Discipline
Friday, 4:00 PM-5:00 PM, Tufts
Chinese/Secondary
Christina Stoudt, Washington Latin PCS
This session is geared to language teachers who work with small groups or individuals. In addition to sharing my own journey with differentiation and strategies for effectively grouping students, this session will give examples of differentiation by content, process, product, and by student trait. Participants will have the opportunity to personalize learning for their own classroom use.

113. Evolving from Editor to Applied Linguist: 21st Century Language Instruction
Friday, 4:00 PM-5:00 PM, Vineyard
French, Italian, Spanish/K-12
John De Mado, John De Mado
Despite good intentions, much of what is considered common methodological practice for language teachers is actually ‘anti-linguistic’; i.e., it works against language acquisition. The ‘Language Acquisition Hypothesis’ supports and respects the ‘nature of language, thus helping World Language teachers in their evolution from simply the classroom ‘editor’ to the ‘Applied Linguist’. Come discover how and why this is critical to sustaining communities though World Languages.

114. Papiers-Mâchés: An Online Writing Tutorial
Friday, 4:00 PM-5:00 PM, Wellesley
French/HS, Postsec
Alina Babbel, New York University
John Moran, New York University
Papiers-Mâchés is a newly developed online open-resource writing tutorial for French. In this session, we will present the motivating factors behind the creation of Papiers-Mâchés as well as the program itself, which provides personalized interactive instruction that challenges and encourages students at each step of the writing process — from questions of vocabulary choice and grammatical structure to elements of organization and style.

5:00 PM - 6:00 PM: FINAL FRIDAY
EXHIBIT AREA VISIT TIME!
### INDEX OF CONCURRENT SESSIONS

**• SATURDAY •**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM - 8:45 AM</td>
<td>EXHIBIT AREA VISIT TIME!</td>
</tr>
<tr>
<td>8:45 AM - 9:45 AM</td>
<td>SATURDAY TIME SLOT</td>
</tr>
</tbody>
</table>

#### 115. ES: Studio Arcobaleno: Methodology and Didactics of Teaching Italian
Saturday, 8:45 AM-9:45 AM, Clarendon Italian/All levels
Mirtilli Morgana, Studio - Arcobaleno
Sonia Beretta, Studio - Arcobaleno
Gabriella Guidali, Studio - Arcobaleno
Federica Protti, Studio - Arcobaleno

Our focus is on new integration perspectives between textbook units and multimedia online interactivity. We will also demonstrate the thread between language and thought; between the current Italian language, widely diffused, and culture, which embraces all aspects of Italian reality. Finally, we will emphasize the student’s learning process towards a communicative language goal that is useful, practical, and effective in cultural exchanges and life.

#### 116. ES: Pearson: How Do You Know They Know It? Digital Formative Assessments!
Saturday, 8:45 AM-9:45 AM, Dartmouth Secondary/Spanish
Richard Sayers, Prentice Hall

This session shows fun, effective and easy-to-use ways to use digital resources for quick formative assessments. Check out very cool Interactive Whiteboard activities, online Instant Checks, Quizzes with built-in remediation, and other tools and tips to help you know if your Spanish students got it! Great for all Spanish teachers!

Saturday, 8:45 AM-9:45 AM, Exeter All language/Secondary
Kristin Hoffman, EMC Publishing

Discover. Expand. Perform. EMCLanguages (EMCL) is a dynamic learning environment designed to drive educator effectiveness and student fluency in K-12 world language classrooms. Built upon award-winning curricula integrated seamlessly with innovative digital platforms, EMCL is an engaging, research-based environment that allows your students to discover, expand, and perform their target language.

#### 118. ES: Carousel Tours: Boost Enrollment with Host & Travel Opportunities
Saturday, 8:45 AM-9:45 AM, Fairfield All languages/HS
Sue Boswell, Carousel Tours
Leslie Anton, Carousel Tours

The focus of the presentation will be to provide insight for foreign language teachers to increase enrollment for their classes by introducing a travel and/or hosting program into their curriculum.

#### 119. AATG Session: Supporting the Teaching and Learning of German
Saturday, 8:45 AM-9:45 AM, Harvard German/All levels
Keith Colbran, AATG

Learn about the many programs of the AATG including professional development opportunities for educators at all levels. Find out more about AATG’s new online community, the newly revised National German Exam, how to use the Common Core standards to advocate for German, scholarship opportunities, and ways to honor students at all levels of instruction. Join us to learn about our new initiatives!

#### 120. Swap Shop for Latin
Saturday, 8:45 AM-9:45 AM, MIT Latin/All levels
Jason Slanga, Dulany HS

Teachers of Latin at all levels of instruction should gather Saturday morning in the Latin meeting room, MIT, with ideas to share! Bring 50 copies of a successful activity to distribute — be sure to make clear the objectives, the materials needed, the time involved, any post-activity assessment measures, and the Latin level(s) and age(s) for which your activity would be appropriate. You may also wish to share your website URL with colleagues. Include your name and email address to facilitate this exchange of ideas after the conference ends!

#### 121. Incorporating Literature into the Arabic Language Curriculum: Methods and Results
Saturday, 8:45 AM-9:45 AM, Northeastern Arabic/Postsec
Abdulkareem Said Ramadan, Gettysburg College
Miled Fatou, Brown University
Younasse Tarbouni, Washington University in St. Louis

This presentation examines the role of literature in Arabic language teaching. The presenters will introduce several samples of literary texts utilized in teaching Arabic as a foreign language in America, covering a variety of genres such as poems, short stories, plays, and excerpts from novels - and different periods ranging from the pre-Islamic to the postmodern. Participants will learn about the rationales for choosing these texts, the work involved in preparing them and the challenges encountered with such authentic materials, especially for beginning and intermediate students. We will end with suggestions for evaluating the success of the texts, including students’ feedback, and for making literature an integral part of language instruction. Samples that have been used in the classroom and the students’ feedback will be provided.

#### 122. Innovative Technology and Language Instruction in the Middle School
Saturday, 8:45 AM-9:45 AM, Provincetown Spanish/Middle school
Susana Epstein, Collegiate School
Luke Dixon, Collegiate School

Technology should be an inspiring tool in the 5-8 foreign language classrooms. Learning can be interactive, rigorous, and fun all at once when you integrate technology into your lesson plans. No language lab required. This session combines innovative technology and language instruction to develop a comprehensive, content-based learning experience in a motivational environment. Presenters will demonstrate the use of selected technological tools, both computer software and mobile apps, while sharing projects grades 5-8.

#### 123. Professional Learning Communities for Improved Student Outcomes
Saturday, 8:45 AM-9:45 AM, Regis Spanish/HS
Sarah Jay, Prospect Hill Academy Charter School

Language learning is collaborative, why shouldn’t language instruction be the same? In this session, I will present a variety of collaborative practices - assessment design, rubric calibration, intervention activities, and data analysis - that can be used by language teachers to support their own professional learning communities. I will stop frequently to facilitate guided practice with participants and invite sharing.

Session participants will leave our meeting with tools for collaboration within and across language levels, protocols for looking at student work as well as connections with practitioners from other schools. This session is appropriate for novice or veteran instructors and administrators.

#### 124. Best of RI: Incorporating Art into the Classroom
Saturday, 8:45 AM-9:45 AM, Salon AB Spanish/Secondary
Gabrieta McNamara, Narragansett High School - RIFLA

Help your students appreciate art by integrating this unit into your world language curriculum. Interactive, hands-on unit to help students develop an understanding and appreciation of art and higher level thinking skills by compar-
ing and contrasting styles and artists. All materials will be given in Spanish but can easily be adapted to other languages.

125. Linking Standards and Proficiency to Your Classroom
Saturday, 8:45 AM-9:45 AM, Salon CD
All languages/All levels
Marty Abbott, ACTFL
Mary Lynn Redmond, Wake Forest University
How do National Standards, 21st Century Skills, and Common Core impact language teaching and learning? Find out how standards, proficiency levels, and classroom assessments can combine to inform state and local systems for teacher effectiveness. ACTFL resources help educators prepare for effective student learning by unpacking the updated standards and linking them to proficiency levels.

126. Online Language Classes: Lessons Learned
Saturday, 8:45 AM-9:45 AM, Simmons
Spanish/HS, Postsec
Gladys Robalino, Messiah College
Amy Ginch, Messiah College
Considering teaching online? In this session we will share some of the lessons that we have learned over the past five to six years that we have taught such courses. We will talk about best practices, creating a sense of community in the online classroom, and how technology (e.g., VoiceThread, Notability) can be used to develop language skills. Examples of student work will be shared, and a period of open discussion with participants at the end of the hour is planned.

127. Notre-Dame de Paris: le spectacle – Réanimé
Saturday, 8:45 AM-9:45 PM, Suffolk
French/HS, Postsec
Jonathan Shee, St. Luke’s School
In this dynamic, fast-paced, music-filled session, Jon Shee, two-time winner of “Best of NECTFL,” will show participants how to actively teach the rock opera “Notre-Dame de Paris” as an engaging, multi-week unit, perfect for high school or college students! Attendees will learn over the past five to six years that we have taught such courses. We will talk about best practices, creating a sense of community in the online classroom, and how technology (e.g., VoiceThread, Notability) can be used to develop language skills. Examples of student work will be shared, and a period of open discussion with participants at the end of the hour is planned.

128. Google Apps for Foreign Language Teaching: An Overview
Saturday, 8:45 AM-9:45 AM, Tufts
Chinese/Postsec
Daliang Wang, Mercyhurst University
With examples in teaching Chinese, the presentation explores effective methods in using Google apps to teach foreign languages. Those apps include Google Docs, Google Voice, Google Drive, and Google Translation. An overview of educational Google apps is presented and followed by other specific yet practical classroom applications in various perspectives in language teaching.

Saturday, 8:45 AM-9:45 AM, Vineyard
French/Postsec
Sharon Wilkinson, Simpson College
The traditional undergraduate “language requirement,” based on a proficiency model of instruction, is beginning to face resistance around the country, as more and more colleges and universities revamp their general education programs for the 21st century. This presentation offers a case study of how one college, in the face of such adversity, reshaped its long-standing (but relatively ineffective) language proficiency requirement into an “intercultural communication” requirement with the added benefit of reinvigorating its language programs.

130. Differentiation in the World Language Classroom
Saturday, 8:45 AM-9:45 AM, Wellesley
French, Spanish/Secondary
Janice Stewart, Hampfield Area HS / PSMLA
Differentiated learning in the classroom fosters a greater degree of engagement in the students by allowing them to choose tasks/assignments of interest to them that appropriately challenge them according to their ability levels. In this session, the presenter will focus on ways to incorporate differentiated learning in the classroom, share examples/templates (French, German, Spanish), and provide an opportunity for participants to collaborate with others.

131. ES: BABILONIA Center for Italian Studies: A Journey through Cinema in Sicily
Saturday, 8:45 AM-9:45 AM, Yarmouth
Italian/Postsec
Alessandro Adorno, BABILONIA Center for Italian Studies
During this session we will present the history of cinema in Sicily and journey through Sicily by means of the images in the many films filmed on the island.

10:00 AM - 11:00 AM SATURDAY TIME SLOT

132. ES: EF Educational Tours: The Formula for Successful Language Immersion: at Home and Abroad
Saturday, 10:00 AM-11:00 AM, Clarendon
Spanish/HS
George Stewart, EF Educational Tours
Explore the benefits of immersive language learning and how to facilitate these experiences both at home and abroad. Examine a formula for immersion using themed days to tie together classroom time and immersive experiences, then discuss examples from educators currently utilizing this model with success. Brainstorm ways to create these immersive moments in your home community and gain resources for international language immersion programs.

133. ES: Middlebury Interactive: Creating Neighborhood Communities through Language Learning
Saturday, 10:00 AM-11:00 AM, Dartmouth
Chinese, French, Spanish/K-12
Rachel Connor, Middlebury Interactive
Aline Germain-Rutherford, Middlebury Interactive
Lee McIsaac, Middlebury Interactive
In this presentation we will examine how access to language learning will enable students to better connect with their neighborhood communities. We will focus specifically on lessons learned from the Vermont Initiative Case Study.

Saturday, 10:00 AM-11:00 AM, Exeter
Spanish/HS, Postsec
Janet Dannenmiller Parker, College of William & Mary
Catherine Schwenkler, The Global Learning Collaborative NYC
Eliz Tchakarian
This interactive session features scaffolded communicative activities that engage intermediate-level students with relevant video, audio, literature, and web content aligned with the new AP and IB themes. Tejidos is an innovative standards-based Spanish immersion program that provides teachers with authentic materials accompanied by multiple scaffolded activities, vocabulary, structures, performance tasks, and assessments. The program supports courses taught the year prior to the exam level.

135. ES: CLI Dante Alighieri: Learn the Italian Language and Culture in Rome
Saturday, 10:00 AM-11:00 AM, Fairfield
Italian/Postsec
Fabrizio Fucile, CLI Dante Alighieri
The CLI DA Rome group specializes in teaching Italian language and culture (Literature, Art History, Opera & Society) to foreign students, year-round. We are familiar with American college programs and we take care of the students from arrival to departure (Visa, housing service;
INDEX OF CONCURRENT SESSIONS

• SATURDAY •

135. Best of DC: The Spanish Language Integrated Curriculum
Saturday, 10:00 AM-11:00 AM, Provincetown Spanish/K-5
Karen Adamson, GWATFL/Maret School

The Spanish Language Integrated Curriculum benefits teachers and students. Maret School has developed an integrated curriculum for the Lower School, shifting from a more isolated teaching approach to a more fluid, holistic one. I will share some of the units that I have developed in Spanish class through a Prezi presentation that includes information, videos and pictures of the projects my students have done in class and through printed materials. One example is an interactive bird-zoo exhibit using Aurisma (Augmented Reality platform). Participants will learn how to integrate their lessons with other resource classes, will consider various thematic units, and will see the benefit of the integrated curriculum. Of particular interest to elementary school teachers wishing to explore something new, develop new curriculum, and lose their dependence on a textbook.

140. NAKS - National Standards for Korean Language, K-8 Curriculum
Saturday, 10:00 AM-11:00 AM, Regis Korean/K-8
Loraine Kang, DLIFLC

The presenter developed and sponsored the National Standards and Curriculum for Korean schools with four other Korean Teachers, K-8 in affiliation with the NAKS (National Association for Korean Schools) organization. The presenter will introduce the National standards and curriculum for Korean schools; secondly, the presenter will display National standard tests and diagnostic assessments. Lastly, the presenter will provide examples on how to apply standards to Korean lesson plans. The standard curriculum is divided into five steps: introductory level, basic level, beginner level, intermediate level and advanced level. Each step of the standard curriculum will be introduced and sample lesson plans will be given.

141. Culture, Commerce and Sustainable Communities: A Study-Abroad Model
Saturday, 10:00 AM-11:00 AM, Suffolk AB Spanish/HS, Postsec
Vicki Gallorovay, Kalamazoo College

The centrality of culture in the interdependence of all dimensions of sustainable development is the theme of Georgia Tech’s faculty-led overseas Spanish immersion programs in Latin America designed to orient intermediate-level Spanish students toward professional-level communication skills and deep, textured cultural understanding. This session will describe the structure and content-based approach of Georgia Tech’s summer study abroad programs in Mexico, Ecuador and Peru, including discussion of the need for interdisciplinary, multi-lensed approaches to culture, pitfalls observed in overseas culture learning, and development of critical reflection tasks and issues-based research projects that foster engagement with diverse segments of local communities overseas for an appreciation of the complexity of ‘cultural perspectives’ and their impact on how today’s critical world challenges are addressed.

142. Assessment to Inform Instruction
Saturday, 10:00 AM-11:00 AM, Salon CD
All languages/All levels
Laura Terrill, Independent Consultant

What does language performance look like? ACTFL provides a variety of assessments for distinct purposes. Examine examples from assessments of proficiency and performance, assessments tied to units of instruction, and the new assessment of performance (AAPPL). Build understanding of key characteristics of novice, intermediate, and advanced ranges of performance to guide classroom instruction and assessment.

143. How Can We Best Teach Spanish Grammar in Context to Motivate Students toward Meaningful Language Use?
Saturday, 10:00 AM-11:00 AM, Simmons Spanish/HS, Postsec
Aixa Said-Moband, New Jersey City University

The aim of this session is to provide teachers with different techniques to help their students to acquire grammar in context. Participants will learn how to move away from the temptation of grammar “drill and kill” mechanical exercises and explicit presentations, and instead to use approaches that will both motivate students and get them to use the structures in meaningful ways. The session will provide activities such as games, stories, TPR, songs, and images. Spanish grammar topics such as the preterite versus the imperfect will be used as examples.

144. Expanding Communities by Expanding Contexts
Saturday, 10:00 AM-11:00 AM, Suffolk French/HS, Postsec
Jan Solberg, Kalamazoo College

Complementing a text with other “texts” (images, social science readings, statistics, etc.) and including activities from various disciplines (math, science, art, theater, etc.) engages diverse students and whets curiosity about disciplines beyond one’s comfort zone. It also allows weaker language students to demonstrate academic strengths in other disciplines and share their passions with classmates. Lecture, small- and large-group activities and discussion. Main audience: high school and college teachers. Opportunities to apply concepts to lower levels. Handouts provided.

145. Teaching Chinese Language and Culture through Characters
Saturday, 10:00 AM-11:00 AM, Tufts Chinese/Postsec
Xingbo Li, Norwich University

In this session, we will discuss the importance...
of Chinese characters in Chinese culture and present some ways to use Chinese characters with students at the beginning level. By means of these examples, attendees will see how such an approach to learning is well within a distinct tradition of Chinese communication and is thus not only desirable but necessary for learners to achieve more advanced cultural literacy as their language skills improve. Teachers of Chinese will experience a new approach, and teachers of other languages will acquire some knowledge of Chinese characters.

146. AATF Session: Promoting French at Every Opportunity
Saturday, 10:00 AM-11:00 AM, Vineyard French/All levels
Jayne Abrate, AATF/ Southern Illinois University
Sister Mary Helen Kashuba SSJ, Chestnut Hill College
Attendees will be invited to share their own successful efforts to promote French as well as particular challenges they are facing. The session will include an exploration of the online resources available through the AATF. Each attendee will receive a sample of various promotional flyers, posters, and other materials.

147. Teaching with Tablets
Saturday, 10:00 AM-11:00 AM, Wellesley French, Spanish/All levels
Catherine Ritz, Arlington Public Schools
Unsure how to use your tablet to teach? This session will demonstrate the use of tablets for teacher instruction, taking the iPad as an example. The presenter will show how she has used an iPad effectively with her classes to present information, develop interactive activities, and better engage with students and parents. Examples of apps will be given, and technical requirements will be discussed.

148. L2 Social-Satire and Political Cartoons: Pedagogical Perspectives and Learner Feedback
Saturday, 10:00 AM-11:00 AM, Yarmouth Italian/HS, Postsec
Marinella Garatti, SUNY New Paltz
A valuable tool for linguistic, critical-thinking, and visual-analytical skills in the L2 classroom, social-satire and political cartoons can help us access a culture’s products, practices, and the often elusive perspectives of its people. Practical examples from Italian cartoonists such as Altan and Staino show how social-satire and political cartoons can be integrated even into lower-level classes. Pedagogical benefits are discussed in light of student feedback.

11:15 AM - 12:15 PM SATURDAY TIME SLOT
149. ES: Houghton Mifflin Harcourt: Mobile:Ready Technology with a Common Core Twist
Saturday, 11:15 AM-12:15 PM, Clarendon French, Spanish/Secondary
Daniel Battisti, Houghton Mifflin Harcourt
Colleen McManus, Houghton Mifflin Harcourt
Tasked with finding a way to incorporate tablets into your lessons but don’t know where to start? Are terms like: 21st Century Skills and CCSS buzzing in your district? Would you like your students to be active members of culture and not just spectators? Join us! Participants will receive access codes to HMH’s NEW Mobile-ready online sites and examples of HMH ELA CCSS Crosswalk correlations.

150. ES: Applause: Improv, Theater Games and Skills Energize Language Lessons
Saturday, 11:15 AM-12:15 PM, Dartmouth French, German, Italian, Spanish/Secondary
Patti Lozano, Dolo Publications, Inc.
Lively new generic improvisational activities, from basic comprehension to advanced speaking, to capture students’ imaginations and get them conversing about YOUR instructional topic, irresistible and hilarious theater games for 100% student participation, and the preparation and performance of a 7-minute short play. Presentation is extremely fast-paced, active and enjoyable. Lots of handouts, and a skit (choose Spanish, French, German, English or Italian) for each participant.

151. ES: Vistas in Education: Quels sont les espoirs d’un étudiant en 2014?
Saturday, 11:15 AM-12:15 PM, Exeter French/HS, Postsec
Jane Weinstein, Vistas In Education
Yonina Badon, Vistas in Education
At a young age French adolescents are faced with enormous decisions about future careers and academic programs. They are also confronted by the prospect of unemployment even upon successful completion of their education. Vistas in Education’s French intern, a native speaker of French, will explore the choices her contemporaries are making through a series of interviews of French high school and university students. The interviews will shed light on the complexity of the education system of France in 2014. The PowerPoint presentation, including the interviews, will be given to attendees to share with their American students. This multimedia presentation will be in French.

152. ES: Avant Assessment: Avant and STAMP - Today and Tomorrow
Saturday, 11:15 AM-12:15 PM, Fairfield All languages/K-12
David Bong, Avant Assessment
Bob Bone, Avant Assessment
STAMP blazed the trail for the standards-based measurement of proficiency in 2002. Avant has delivered STAMP without substantial change since. This spring Avant launches the first of a new generation of STAMP with our Hebrew test, developed in partnership with Hebrew at the Center. Avant is also launching groundbreaking placement tests for English and Arabic this year. Come hear where Avant is leading language assessment.

153. Language Acquisition Strategies for Middle Schoolers
Saturday, 11:15 AM-12:15 PM, Harvard German/Middle school
Laura Ernst, Rundlett MS
Alexandra Bennett, Wellesley Middle School
Get your middle school students engaged in speaking freely and confidently during class. We will offer ideas and distribute templates in German to help you set a tone in your classroom for communication in the target language. Descriptions of the activities and examples will be given in German. Participants will try their hand at not only implementing the strategies, but also role-playing as students. Attendees will have concrete ideas to implement in their classes and templates to take home. Middle school experience in teaching German would be beneficial to those participating.

Saturday, 11:15 AM-12:15 PM, MIT Latin/Secondary
Elliott Goodman, Teachers College, Columbia University
The National Latin Survey asked over 5,000 students and 1,000 teachers what they wanted from Latin class. This session will talk about: 1) how we envision classrooms and curricula with a mind towards change; 2) constructing a needs analysis for classroom, district, or national audience; and 3) preliminary results from the National Latin Survey. There will be a mix of lecture and small group discussion. Participants will have some tools to ask students or other stakeholders what skills and knowledge they hope to gain from their foreign language learning experience.
## INDEX OF CONCURRENT SESSIONS

### Saturday

**155. Colloquial Arabic and MSA: Ensuring a Successful Integrated Approach**  
Saturday, 11:15 AM-12:15 PM, Northeastern Academic  
Rajaa Chouairi, United States Military Academy  
With the recent trend of teaching both varieties of Arabic (spoken and classical MSA) at the same time and in the same course, some programs may be discovering that the students are confused between colloquial and MSA and are not mastering either. Is this confusion normal and healthy? Will it eventually dissipate? This session will discuss the soundness of this dual integrated approach and the possibility of eliminating any confusion in the mind of the student while learning both varieties at the same time. We will analyze the different approaches adopted by the different existing books in the market, compare them and explore actual results from different programs. No background knowledge of Arabic is necessary for this session.

**156. Flipping Out! Flipping the Classroom – Flip or Flop?**  
Saturday, 11:15 AM-12:15 PM, Provincetown  
Crystal Dunkin, St. Marys Ryken  
What exactly is flipping the classroom? How does it work? What are the benefits and challenges? Is it really that much work? Join me for my capstone presentation on flipping as I share the ups, downs, and adventures from the past year of my SANS, Inc./Mead Leadership project. Presentation will take attendees through a day of flipping my class with a series of video clips from my classroom, lesson plan ideas and suggested how-tos of flipping your own classroom.

**157. Using Authentic Stories with Different Proficiency Levels**  
Saturday, 11:15 AM-12:15 PM, Regis  
Anna Jacobson, University of Maryland  
Using authentic materials with low-proficiency level students can seem very daunting to teachers, but it is not impossible. In this session, the presenters will demonstrate activities incorporating stories in their language classrooms, and will share activities collected from STARTALK teachers. Participants will leave able to confidently use a collection of interesting ideas for exploring culturally authentic stories with students of all proficiency levels.

**158. Combining Technology and Grammar to Create Personalized Projects**  
Saturday, 11:15 AM-12:15 PM, Salon AB  
Spanish/Secondary  
Janice Dowd, Independent Consultant  
Sara Buchbaum, Northern Highlands Reg. High School  
In today’s world of language teaching, it is important to allow students to create projects that are in media that are useful and modern. In this demonstration teachers will learn how to use various tools, such as Glogster and Voki, to create more meaningful and personalized project presentations.

**159. Best of NY: Differentiating LOTE Classrooms**  
Saturday, 11:15 AM-12:15 PM, Salon CD  
Sarah Braunischbeidle, St. Francis High School  
Ever think of your class as a “mixed bag” of students with varying levels of capabilities? Find yourself struggling to get those lower level students up, push the average students just a little bit further, and what about those advanced students who always finish first but have nothing else to do? Learn how to differentiate your LOTE classroom in order to make students more comfortable in the learning environment and take them to the next level of comprehension. Participants will get a brief background on differentiated instruction and how to apply it to foreign languages. Participants will leave this session with a packet of useful and classroom-ready strategies/techniques designed to increase knowledge for all levels of learners.

**160. Toolbox of Takeaways: Ideas that Invigorate**  
Saturday, 11:15 AM-12:15 PM, Simmons  
French, Spanish/Secondary  
Jonathan Shae, St. Luke's School  
Lee Bruner, Avenues: The World School  
You'll leave this fun session with dozens of tips, tricks, apps, tools, and tech that will invigorate your WL classes. Lee Bruner and Jon Shee, two-time winners of “Best of NECTFL,” will teach French students about culture, vocabulary and grammar in a fun and engaging way. The session will provide teachers with practical sports-themed classroom activities — exploration of “la francophone” through sports, an introduction to the exciting and cooperative game of Kin-ball, detailed hockey lesson plans, geography and “patrimoine” of France through the Tour de France, and more — that can be modified for any level and adapted for other world languages. The presenter will also demonstrate how these activities can be used in program advocacy and improving enrollments.

**161. Teaching French with Sports-themed Activities**  
Saturday, 11:15 AM-12:15 PM, Suffolk  
French/Secondary  
Kristen Purdy Russell, Marblebead Veterans Middle School  
Explore the francophone world through its athletes, learn about the Quebecois sport of Kin-ball, and get the kids excited about French through hockey! Sports are an excellent way to reach young people and can be used to teach French students about culture, vocabulary and grammar in a fun and engaging way. The session will provide teachers with practical sports-themed classroom activities — exploration of “la francophone” through sports, an introduction to the exciting and cooperative game of Kin-ball, detailed hockey lesson plans, geography and “patrimoine” of France through the Tour de France, and more — that can be modified for any level and adapted for other world languages. The presenter will also demonstrate how these activities can be used in program advocacy and improving enrollment.

**162. Chinese Small Talk (Liao): Pragmatic Variation and Teaching Applications**  
Saturday, 11:15 AM-12:15 PM, Tufts  
Chinese/Postsec  
Hui Chib (Hilda) Huang, University of Maryland, Baltimore County  
While more and more students wish to visit Mainland China and Taiwan, the pragmatic features of Chinese small talk in these two areas are infrequently introduced in Chinese teaching. This presentation will compare and contrast pragmatic features in gossiping from sitcoms in Mainland China and Taiwan. Moreover, a lesson plan that shows how indirectness in gossiping is conducted in Beijing and Taipei will be presented.

**163. La culture des affaires: A Unit for Third-Year French**  
Saturday, 11:15 AM-12:15 PM, Vineyard  
Diana Moen, EMC Publishing  
This unit, the product of a teacher grant, covers globalization, international trade, and regionalism in French commerce, presented as a PowerPoint. The first section begins with les produits de luxe and France’s role in la mondialisation. Activities ask students to examine...
INDEX OF CONCURRENT SESSIONS

164. Toward Global Communities: Fostering Intercultural Communication in the Classroom
Saturday, 11:15 AM-12:15 PM, Wellesley
Maria Amores, West Virginia University
This presentation will focus on techniques for integrating culture into Spanish language instruction. Several activities based on authentic materials - art, films, printed texts, TV shows - native speakers, and the Internet will be explored and analyzed according to the theoretical principles of teaching for cultural understanding. The activities will be adaptable to all levels of instruction and will target the interpretive, interpersonal, and presentational modes of communication. Thus, teachers will be provided with guidelines for developing effective cultural activities aimed at increasing their students' level of cultural competence and preparing them to better communicate in an increasingly global society.

165. Community of Learners: Social Media Short Distance with Native Speakers
Saturday, 11:15 AM-12:15 PM, Yarmouth
Italian/HS, Postsec
Michelle Baraldi, Cornell University
This session explores how modern social media like Skype, Facebook and Blogs, while enhancing cultural learning, create a social community in a language classroom as well as a large community that goes well beyond the classroom to include native speakers. We will discuss how such communities were created in one classroom via social media and the new platform that facilitated the connections between students from the United States and Italy. The presenter will highlight how the project improved students' critical thinking and cross-cultural awareness.

166. An Experiential Learning Course: Students in the Community
Saturday, 2:15 PM-3:15 PM, Harvard
German/Postsec
Susanne Sutton, UMBC
Brigitte May, UMBC
Xenia Wolff, UMBC
The presenters will relate their experiences planning and implementing a new course ‘Experiential Learning’ that enables students of German to develop crucial skills for today’s world outside the college classroom. Students can fulfill this course in three ways: (a) lead a discussion hour for one of the beginning language courses; (b) blog and Skype with UMBC’s language courses while studying abroad; (c) provide services for German institutions in the area (e.g. Zion Church of Baltimore, Maryland Historical Society, International Red Cross). Participants will learn from presenters how they designed the new course format, devised learning experiences, formed ties to local institutions and mentored students during the course. The presentation can also serve as starting point for networking among educators and institutions interested in providing experiential learning opportunities.

167. Best of VA: Commodity Wars: Bringing Ancient Economies to Life
Saturday, 2:15 PM-3:15 PM, MIT
Latin/Middle school
Benjamin Holee, Academy of Int'l Studies at Rosemont
Commodity Wars is a fun, hands-on activity for students that subtly introduces them to important geographic locations, products, historical events, and ideas of statecraft in the ancient world of the Romans. This conference session will have participants playing a research-based, large-scale strategy game based on the economic, historical, and geographic realities of the Ancient Mediterranean world. Through participating in the game, educators can take the idea back to their own schools and play it with their own students, while in the process assisting in further development of the game.

168. Effective Use of Technology to Learn Arabic Anytime Anywhere
Saturday, 2:15 PM-3:15 PM, Northeastern
Arabic/HS, Postsec
Lulub Mustafa, Boston University
Amani Abu Shakra, Buckingham Browne & Nichols
Kheireddine Djamel Bekhai, Boston University
The presenters will demonstrate the effectiveness of two technology tools – blogs and voice thread – in allowing students to engage with and produce language. The presenters will demonstrate step by step how these strategies were implemented and will demonstrate the effectiveness of both tools through examples of students’ production at novice, intermediate and advanced levels. Presenters will also demonstrate how these tools use the 5 C’s in teaching. Participants will walk away knowing how to benefit from blogs and voice thread in their classrooms and maximize the use of technology in language instruction. No background knowledge of use of blogs and voice thread is required as the presenters will demonstrate their use and implementation.

169. Using Commercials in the Spanish Classroom
Saturday, 2:15 PM-3:15 PM, Provincetown
Spanish/Secondary
Kara Jacobs, Kingswood Regional HS
Commercials are an engaging authentic resource that can take the place of your typical “audio activity” from a textbook. This session will share some commercials, transcripts, and activities that can be used in the Spanish classroom.

170. Using Collaborative Spaces to Connect with a Larger Audience
Saturday, 2:15 PM-3:15 PM, Regis
Spanish/K-8
Alexandra Shourots, Poudatian School
Create more task-based and meaningful lessons for your students using digital media! Students can post digital media projects to a class wiki and share them with family,friends, and native speakers of the target language. Guide your students to make deeper connections with their immediate communities and those abroad. By the end of the year, students will have a complete online portfolio of projects to review and evaluate improvement.

171. Best of WV: Blending to Flipping and Beyond: Creating a Student-Centered Class
Saturday, 2:15 PM-3:15 PM, Salon AB
Spanish/HS
Shirlene Groseclose, Pocahontas County HS
During this interactive presentation, I will define and share my experiences in blending or flipping a world language classroom. Through technology, visuals and the use of my own collected data, I hope to clarify the experience of a flipped classroom and inspire a desire to create a more student-centered classroom. I will provide information on technology tools that go hand in hand with a blended or flipped approach. I will also share both the challenges and triumphs, and I will give each participant...
relevant tools and advice needed to begin the journey. No specific knowledge or ability is required: just bring your desire to create a more student-centered classroom. The information shared will thus benefit even those who do not wish to blend or flip but who seek to create a student-centered atmosphere through the use of tools such as stations in the classroom.

173. Motivate & Engage Your Students by Integrating the Arts
Saturday, 2:15 PM-3:15 PM, Simmons
French, Spanish/All levels
Patricia Kloas, Anne Arundel County PS
Learn how to plan exciting Arts Integrated lessons that will engage and motivate your students and get them talking and writing! This interactive session will provide the how and why of Arts Integration, experience with a variety of techniques, including Artful Thinking Routines, and help to identify ways to integrate dance, music, drama and/or visual arts into lessons. Come away with strategies to implement immediately.

174. “Allons au cinéma”: Promoting French through Francophone Films
Saturday, 2:15 PM-3:15 PM, Suffolk
French/HS, Postsec
Joyce Beckwith, Wilmington HS (Ret)
DollieAnn Hurtig, Louisiana Tech University Film is a valuable tool for promoting French! With this in mind, the Co-Chairs of the AATF Promotion Commission will present several new francophone films, each with activities, projects, Internet resources, web quests and assessments for all learner variables. The presenters will also preview the newly published AATF “Promoting French through Film” Manual with the audience. In this interactive session, participants will also propose initiatives and strategies to promote French which they have successfully implemented in their classrooms and in their districts. They will have the opportunity to offer recommendations for newly-released films which they would like the presenters to consider for future sessions.

175. Creating Global Citizens in the Chinese Class
Saturday, 2:15 PM-3:15 PM, Tufts
Chinese/All levels
Janice Dowd, Independent Consultant
In the 21st century, it is increasingly important to train students to be global citizens by showing them how they can use their overall knowledge to benefit the world. In this session, the presenters will demonstrate how STEAM issues (science, technology, engineering, mathematics plus art and design) can benefit and enliven Chinese language classrooms. STEAM serves to enhance the areas of critical thinking, collaboration, and creativity that are necessary for 21st century learners.

176. Technology as a Tool for Linguistic and Cultural Development
Saturday, 2:15 PM-3:15 PM, Vineyard
French/HS, Postsec
Emmanuelle Vanborre, Gordon College
This session explores numerous ways to make students proficient readers and writers, and to integrate art, culture and literature in the curriculum through technology. Boston College graduate students created a series of web sites for use by middle school to college level students of French, Italian, and Spanish. These sites contain activities written by the graduate students that can only be completed by examining existing L2 web pages written for and by L2 speakers. Strategies presented will facilitate comprehension and expression by focusing on developing reading and writing skills while enhancing background knowledge of culture, history, geography and politics. Activities for beginning to advanced students will be presented. This session will concentrate on French sites and will be in French. Handouts provided.

177. Assessing Intercultural Competence through the Glasport Prototype Prompt
Saturday, 2:15 PM-3:15 PM, Wellesley
All languages/All levels
Rita Oleksak, Glastonbury Public Schools
Meghan Zingle, Glastonbury High School
The session will focus on intercultural competence and how it is incorporated into curriculum and assessment. Background will be shared on development of the Glasport prototype prompt and rubric development for assessing intercultural competence. Participants will leave with suggestions on how to successfully incorporate intercultural competence into existing units and lessons or to modify the learning appropriately. Participants will have access to the Glasport prompt template so that they can pilot it in their own learning environments with support from the Glasport teachers. Participants will be invited to partake in a free webinar series sponsored by Glastonbury Public Schools. Professional collaboration will be ongoing.

178. What They Need When: A Timeline for Language Program Community-Building
Saturday, 2:15 PM-3:15 PM, Yarmouth
All languages/HS, Postsec
Erlin Papa, University of Rhode Island
Heather Price, University of Rhode Island
The International Engineering Program (IEP) and Chinese Language Flagship Program at the University of Rhode Island have overlapping purposes, but the place where they intersect is with the niche student: the Flagship Engineer. In order to recruit and retain this niche student, we have worked together to develop better ways of structuring both programs overall. The outcome of our collaboration is an academic timeline for community-building, based on customization, communication, and continuity, that is adaptable for language students at various ages and levels of proficiency. In this interactive session, participants will reflect on each stage of their language program to evaluate how community is developed within and between the stages. Focusing on customization, communication, and continuity, we will compare experiences and contribute to a collective toolbox that can be used for developing our own language program community-building timelines.

3:30 PM - 4:30 PM SATURDAY TIME SLOT

179. Creating Culturally Rich Materials Using the QR Code
Saturday, 3:30 PM-4:30 PM, Harvard
Arabic, German/All levels
Mohamed Esa, McDaniel College
QR codes are one of many new technology tools that can be utilized in the classroom in both the creation and the reading of culturally rich materials. With QR codes you can create a one page handout with links to various multimedia materials (a literary text, an image, an audio recording, a song or YouTube video). You (or your students) can promote an event, a lecture, an exhibition, a conference, or your own course. Here are other ideas for the use of QR codes: cultural scavenger hunt, learning stations, virtual museum trip in the classroom, providing research links, reviews for exams, etc. In this interactive session, the participants will learn how to create such codes, but most importantly how to use them more creatively and effectively. Participants should bring along their own devices (smartphone, iPod Touch [2nd or 3rd gen.] or their iPads to be able to create their own culturally rich materials using QR codes. No significant background knowledge is needed.

180. Using Meetups to Build Local Language Communities
Saturday, 3:30 PM-4:30 PM, MIT
Latin/All levels
Jason Slanga, Dulaney HS
Teachers of less commonly taught languages often face the challenge of having few colleagues with whom to collaborate on a regular basis. This session will discuss how Meetup.com has been used to organize a Baltimore language group for Latin speakers. We will cover the nuts and bolts of the Meetup website, as well as general community building suggestions. Participants will be empowered to
<table>
<thead>
<tr>
<th>Northeast 2014 Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRIDAY, MARCH 28, 2014</strong></td>
</tr>
<tr>
<td><strong>9:15-10:15</strong></td>
</tr>
<tr>
<td><strong>Session One</strong></td>
</tr>
<tr>
<td><strong>Claremont</strong></td>
</tr>
<tr>
<td><strong>Dartmouth</strong></td>
</tr>
<tr>
<td><strong>Exeter</strong></td>
</tr>
<tr>
<td><strong>Fairfield</strong></td>
</tr>
<tr>
<td><strong>Harvard</strong></td>
</tr>
<tr>
<td><strong>Hymans</strong></td>
</tr>
<tr>
<td><strong>MIT</strong></td>
</tr>
<tr>
<td><strong>Northeastern</strong></td>
</tr>
<tr>
<td><strong>Provincetown</strong></td>
</tr>
<tr>
<td><strong>Regis</strong></td>
</tr>
<tr>
<td><strong>Salen AB</strong></td>
</tr>
<tr>
<td><strong>Salen CD</strong></td>
</tr>
<tr>
<td><strong>Simmons</strong></td>
</tr>
<tr>
<td><strong>Suffolk</strong></td>
</tr>
<tr>
<td>43. Using Drama Techniques to Enhance Proficiency, Dempsey</td>
</tr>
<tr>
<td><strong>Tufts</strong></td>
</tr>
<tr>
<td><strong>Vineyard</strong></td>
</tr>
<tr>
<td><strong>Wellesley</strong></td>
</tr>
<tr>
<td>Session Six</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Room unavailable</td>
</tr>
</tbody>
</table>

**Clairemont**
- 115. ES: Studio Arcadiana: Methodology and Didactics of Teaching Italian, Morgana, Beretta, Guidali, Piotti
- 122. ES: EF Educational Tours: The Formula for Successful Language Immersion: at Home and Abroad, Stewart
- 148. ES: Houghton Mifflin Harcourt: Mobile Ready Technology with a Common Core Twist, Battisti, McMahon

**Dartmouth**
- 116. ES: Pearson: How Do You Know They Know It? Digital Formative Assessment, Sayes
- 133. ES: Middlebury Interactive: Creating Neighborhood Communities Through Language Learning, Conner, German, Rutherford, Misiaszek
- 150. ES: Applause: Improv Theater Games and Skills Emergent Language Lessons, Locano

**Exeter**
- 134. ES: Wayside Publishing: Engage Pre-AP Intermediate Spanish Students with Authentic Communicative Tasks, Parker, Schwendler, Khosaram

**Fairfield**
- 118. ES: Carousel Tours: Boost Enrollment with Hot Travel Opportunities, Bowsell, Anton
- 135. ES: CUE Dante Alighieri: Learn the Italian Language and Culture in Rome, Fuhrer
- 152. ES: Avant Assessment: Avant and STAMP - Today and Tomorrow, Bong, Bane

**Harvard**
- 119. AATG Session: Supporting the Teaching and Learning of German, Colmhan
- 136. OMG -- Did They Just Say...? Soap Operas in the Classroom, Hoffstein, Cothrun
- 153. Language Acquisition Strategies for Middle Schoolers, Ernst, Bennett

**MIT**
- 120. Swap Shop for Latin, Stanga
- 137. Latin, History, and the Bayeux Tapestry, Howell

**Northeastern**
- 121. Incorporating Literature into the Arabic Language Curriculum: Methods and Results, Ramadan, Face, Tarbouni
- 138. Fun Games and Activities to Develop Interpersonal Communication, Joundeya
- 155. Collegial Arabic and MLA: Ensuring a Successful Integrated Approach, Dusseldorp

**Princeton**
- 122. Innovative Technology and Language Instruction in the Middle School, Epstein, Dunn
- 139. Best of DC: The Spanish Language Integrated Curriculum, Adams
- 156. Flipping Out! Flipping the Classroom- Flip or Flop?, Dunkin

**Regis**
- 123. Professional Learning Communities for Improved Student Outcomes, Jay
- 140. NAKS - National Standards for Korean Language, K-Curriculum, King
- 157. Using Authentic Stories with Different Proficiency Levels, Jacobson

**Sabis**
- 124. Best of RI: Incorporating Art into the Classroom, Malmara
- 141. Culture, Commerce and Sustainability: A Study-Abroad Model, Gwayou
- 158. Combining Technology and Grammar to Create Personalized Projects, Doch, Buchbaum

**Sabis CD**
- 125. Linking Standards and Proficiency to Your Classroom, Abbott, Redmond
- 142. Assessment to Inform Instruction, Terrill
- 159. Best of NV: Differentiating LOT Classes, Braunscheidel

**Simmons**
- 126. Online Language Classes: Lessons Learned, Rachelis, Slick
- 143. How Can We Best Teach Spanish Grammar in Context To Motivate Students Toward Meaningful Language Use?, Said-Mahar
- 160. Toolbox of Takeaways: ideas that Invigorate, Shee, Briner

**Suffolk**
- 127. Notre-Dame de Paris: le spectacle - Réunions, Shee
- 144. Expanding Communities by Expanding Activities, Sobier, Dupas
- 161. Teaching French with Sports-themed Activities, Micali

**Tufts**
- 128. Google Apps for Foreign Language Teaching: An Overview, Wang
- 145. Teaching Chinese Language and Culture through Characters, Li
- 162. Chinese Small Talk Quiz: Pragmatic Variation and Teaching Applications, Huang

**Vineyard**
- 146. AATF Session: Promoting French at Every Opportunity, Abrate, Kashuba SSJ
- 163. La culture des affaires: A Unit for Third-Year French, Man

**Wellesley**
- 130. Differentiation in the World Language Classroom, Stewart
- 147. Teaching with Tablets, Ritz
- 164. Toward Global Communities: Fostering Intercultural Communication in the Classroom, Aman

**Yarmouth**
- 148. L2 Social-Satire and Political Cartoons: Pedagogical Perspectives and Learner Feedback, Garaffi
- 165. Community of Learners: Social Media Short Distance with Native Speakers, Biski

**Yarmouth**
- 132. Differentiation in the World Language Classroom, Stewart
- 147. Teaching with Tablets, Ritz
- 164. Toward Global Communities: Fostering Intercultural Communication in the Classroom, Aman

**Yarmouth**
- 133. ES: BABILONIA Center for Italian Studies: A Journey Through Cinema in Sicily, Badino
- 148. L2 Social-Satire and Political Cartoons: Pedagogical Perspectives and Learner Feedback, Garaffi
- 165. Community of Learners: Social Media Short Distance with Native Speakers, Biski
join existing community language groups or to create their own groups, so that they may engage in regular professional and linguistic development.

181. Keep Them Talking: Developing Oral Proficiency at All Levels
Saturday, 3:30 PM-4:30 PM, Northeastern
Arabic/Postsec
LuLuAb Mustafa, Boston University
Giselle Khoory, Boston University
This session will introduce participants to effective strategies for sustained oral communication at all levels of Arabic instruction. Presenters will share materials they have developed to help their students progress from reactive and guided conversations to creative and spontaneous oral conversation about a variety of topics. Presenters will show how to sequence material appropriately and how to tie topic contents to specific proficiency levels and instructional goals. Through hands-on practice, participants will learn what types of questions best assess students’ communicative facility. At the conclusion of the session, participants will discuss how to adapt their own materials and develop oral assessment strategies for their own Arabic programs.

182. Best of MA: Practical Take-Aways: Using iPads and More in Your Classes
Saturday, 3:30 PM-4:30 PM, Provincetown
French, Spanish/HS
Giulio Binaghi, Reading Memorial High School
Joanne Alvarez, Reading Memorial High School
Mary Christine Dion, Reading Memorial High School
Emeline Festa, Reading Memorial High School
A practical, hands-on approach to using apps easily accessible through iPads or BYOD, the Reading (MA) High School Foreign Language Department will show how students use iPads and more in their classes. Participants will briefly use apps and explore using Scratch in the classroom with BYOD, try Wiffiti, a text message board, learn how to flip the classroom with Edudreations, explore a virtual dream home project, and share ideas and favorite apps. Participants may BYOD, we bring iPads. A basic knowledge of iPads may help.

183. SANS Inc./Mead Fellow Session: Action Research in Maximizing Target Language Use
Saturday, 3:30 PM-4:30 PM, Regis
Spanish/Middle school
Jeanne O’Hearn, Masconomet Regional MS
2013 SANS Inc./Mead Leadership Fellow will report on the initial results of her action research project. After 17 years of teaching, the presenter was inspired to change her technique in order to increase the communicative competence of her 7th grade Spanish students. She will describe the experience and process of conducting action research in the classroom. After an interactive activity that demonstrates the Organic Language Acquisition (OLA) approach, participants will have an opportunity to share their views and to brainstorm ideas of how action research may benefit their own work.

184. Twitter as a Community-Building Tool in the Foreign Language Classroom
Saturday, 3:30 PM-4:30 PM, Salon AB
Spanish/HS, Postsec
Grazziana Ramsden, Massachusetts College of Liberal Arts
Twitter is a very effective capture tool, and it is unmatched for facilitating dialogue among students in the target language. Conversations recorded on Twitter can be archived for future use as well. I am currently using Twitter with my 500-level Spanish Conversation students, who are required to publish one tweet a day in Spanish on any topic pertinent to their academics or their personal life; and who are also required to comment on their classmates’ tweets. This practice builds community in the classroom as well as fluency and quick thinking in the target language, and it can be extended to all levels of proficiency.

185. Facing Our Fear of Writing
Saturday, 3:30 PM-4:30 PM, Salon CD
Spanish/HS, Postsec
Monica Mulolland, George Mason University
This session is geared towards educators interested in exploring writing as a means of self-expression. The main objective of the session is to turn what is usually a painful requirement into an exhilarating journey of self-discovery. Attendees are encouraged to bring materials for inspiration, such as a photograph they care about, and an object of their discovery. Attendees are encouraged to share their views and to brainstorm ideas of the Organic Language Acquisition (OLA) approach, participants will have an opportunity to share their views and to brainstorm ideas of how action research may benefit their own work.

186. Teaching History and Culture in an Elementary Modern Greek Class
Saturday, 3:30 PM-4:30 PM, Wellesley
Modern Greek
Mouna Mana, University of Maryland
This session will apply the “weave” of the 5Cs in lesson planning in the context of a Greek history and culture lesson in an elementary level HL Modern Greek language class. The presentation will demonstrate the development of the lesson plan, intended outcomes, implementation, and the long-term outcomes of fully integrating the 5Cs in a history and culture lesson taught through the target language. The session will demonstrate interactive approaches to effectively integrate the 5Cs in a HL/LCTL classroom. Proficiency-oriented materials for teaching modern history and culture in the target language will be shared, and participants will be asked to brainstorm ways to integrate history and culture in their own classrooms with the goal of active student engagement in online that they can use to supplement their practice. The presentation will be conducted in French with examples in French.

188. Resources for Less Commonly Taught Language Programs
Saturday, 3:30 PM-4:30 PM, Tufts
LCTs/Adult, Professional
Mary Elizabeth (Betsy) Hart, University of Maryland
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. The session will be presented in English and will be useful to teachers of all languages.

189. La Poésie française et la Première Guerre Mondiale
Saturday, 3:30 PM-4:30 PM, Vineyard
French/HS, Postsec
Sister Mary Helen Kasubua SSJ, Chestnut Hill College
French teachers can take advantage of this anniversary year of World War I by using the poetry associated with the events and their effects on society. The presenter will discuss authors such as Charles Péguy, Guillaume Apollinaire, Blaise Cendrars, and Max Jacob. This session will explore poetry selections easily accessible to students as well as the personal experiences of these authors, and suggest classroom applications.

190. Teaching History and Culture in an Elementary Modern Greek Class
Saturday, 3:30 PM-4:30 PM, Wellesley
Modern Greek
Maria Katrulidou, George Mason University
This session will apply the “weave” of the 5Cs in lesson planning in the context of a Greek history and culture lesson in an elementary level HL Modern Greek language class. The presentation will demonstrate the development of the lesson plan, intended outcomes, implementation, and the long-term outcomes of fully integrating the 5Cs in a history and culture lesson taught through the target language. The session will demonstrate interactive approaches to effectively integrate the 5Cs in a HL/LCTL classroom. Proficiency-oriented materials for teaching modern history and culture in the target language will be shared, and participants will be asked to brainstorm ways to integrate history and culture in their own classrooms with the goal of active student engagement in
mind. The presentation may also be applicable to other teachers of HLs and LCTLs who can utilize the process in preparing innovative history and culture lesson plans for their students.

191. Study Abroad Assessment: Language Proficiency and Intercultural Competence
Saturday, 3:30 PM-4:30 PM, Yarmouth German, Russian/Postsec
Johannes Vazulik, U.S. Military Academy
Ian Folau, United States Military Academy
Mark Gagnon, United States Military Academy
Jeff Watson, United States Military Academy

Language proficiency and intercultural competence are the two major outcomes of study abroad, but how can they most effectively be assessed and what is the relationship between those outcomes? Our study analyzes assessment data from 3+ years of language proficiency (LP) and intercultural competence (IC) testing of undergraduates in West Point’s academic semester-abroad programs in Germany, Austria, Russia, and Ukraine. This session, intended for a general audience, investigates best practices in quantitative and qualitative assessment using standardized tests and task-based measures. Statistical analyses of the gains in LP and IC, as well as correlation analyses between the two outcomes, will be discussed. Qualitative measures from a task-based distance learning course which monitors student development through weekly reflective essays will also be examined, as will variables of type of institution attended and time on task. Attendees will be encouraged to interact with presenters throughout the session.

Get out into the city!
Ask someone at the Hospitality Desk to recommend free Boston 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 hometown, a movie is still cheaper than many other forms of evening entertainment.

Use the T — it’s a great way to get around.

passports
High-quality educational group travel. Tours to one, two or more European countries and many other destinations around the world.

www.passports.com
Northeast Conference 2014 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: Level: Institution Type:
   □ Teacher □ Level: □ Public
   □ Administrator □ Elementary □ Private
   □ Student □ Middle/Jr./High School □ College/University
   □ Other: ________________________ □ Other: ________________________

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/teaching labs □ 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 Trifold □ 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 □ Exhibitor events
   □ 2-hour teaching lab □ NADSFL breakfast (Saturday)
   □ 60-minute sessions □ Advisory Council events (Saturday)
   □ Exhibit Areas □ State Association events
   □ Kick-off Activities (Thursday) □ Other: ________________________
   □ Awards Ceremony (Friday)  □ Other: ________________________

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!
96th Annual Conference

AATSP

ARTICULATION:
A PATHWAY TO SUCCESS

Panama City, Panama
Panama Hilton Hotel
July 8 -11, 2014

For more information visit: WWW.AATSP.ORG or email: AATSPoffice@aatsp.org  248-960-2180
### 2014 Conference Session and Workshop Contact Hour Form
#### For Professional Development/CEU Credits

You may be able to earn CEUs (professional development credit) for attending the Northeast Conference. States, districts and schools may award continuing education credit or professional development points to attendees, but it is the attendee’s responsibility to follow his/her state’s, district’s or school’s rules.

Please note:

1. Attendance will be recognized for time spent in sessions, teaching labs, panels, or workshops on a 1 point per 1 hour basis. No other Conference event, meeting or activity is eligible, nor is participation of less than one hour’s duration.
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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Workshop/Session/Lab Title</th>
<th>Presenter Name</th>
<th>No. of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I hereby certify that I participated in the above-listed professional development events.

Participant Signature ___________________________ Date __________

Participant Name – please type or print legibly. Thank you!

Home Street Address ____________________________________________

Home City/State/ZIP __________________________________________

Country (if not U.S.A.) ________________________________________

NECTFL cannot guarantee that teachers will receive professional development credits for participation in the conference. It is the teacher’s responsibility to comply with state, district, and local guidelines for obtaining such credits. This form may not be photocopied. NJ State Provider No. 3221
2014 Northeast Conference Exhibitors

Accademia Italiana
Via Roma, 39
Salerno 84121, Italy
+39 089 256965 Fax: +39 089 250399
info@accademia-italiana.it www.accademia-italiana.it
Francesca Romana Memoli
Since 1997, Accademia Italiana offers Italian programs in Salerno all year round for high schools, college/university students, 50 Plus, juniors, families, teachers, individuals and groups. The centre is one of the most accredited in Italy and is situated in the South in a traditional city by the seaside, Salerno, famous for its wonderful Amalfi Coast and surroundings: Pompeii, Positano, Sorrento, Capri, Ischia, Cilento.

ACIS Educational Tours
343 Congress Street
Suite 3100
Boston, MA 02210
1-800-888-2247 Fax: 617-450-5601
info@acis.com www.acis.com
James Glavin
ACIS Educational Tours is the quality leader in educational travel programs to Europe, the Americas, Asia and beyond. Since 1978 we’ve helped teachers and their students discover the best of the world through once-in-a-lifetime experiential learning opportunities and culturally connective experiences.

American Association of Teachers of French (AATF)
Mailcode 4510
SIUC
Carbondale, IL 62901
618-453-5731 Fax: 618-453-5733
aatf@frenchteachers.org www.frenchteachers.org
Jayne Abrate
The AATF is the largest national professional association in the world devoted exclusively to French. We provide services to help our nearly 10,000 members promote French and develop and defend programs at all levels. The AATF publishes the French Review and the National Bulletin, sponsors the Grand Concours, French Honor Society, and National French Week, holds an annual convention, and produces a wide variety of teaching and promotion materials.

American Council on the Teaching of Foreign Languages (ACTFL)
1001 N Fairfax St Suite 200
Alexandria, VA 22314
703-894-2900 Fax: 703-894-2905
headquarters@actfl.org www.actfl.org
Howie Berman
The American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,000 language educators and administrators from elementary through graduate education, as well as government and industry.

AMSCO/Perfection Learning
1000 North Second Ave.
Logan, Iowa 51546
1-800-831-4190 orders@perfectionlearning.com
Fax: 1-800-543-2745 http://perfectionlearning.com
Melissa Hoelker
Perfection Learning recently acquired AMSCO School Publications. For over 75 years, AMSCO has excelled in providing high-quality materials, including foreign language programs in Spanish, French, German, Latin, and Italian. All of us at Perfection Learning are pleased to continue this tradition. We look forward to serving you!

Apprentissage Illimité Inc
156 Logasè Dr
St-Adolphe, MB RSA 1B2
Canada
204-981-6666 Fax: 204-883-2755 raymondpl@mts.net http://www.apprentissage.mb.ca
Raymond Poirier
Apprentissage Illimité (www.apprentissage.mb.ca) est une maison d'édition canadienne spécialisée dans la production de matériel éducatif (livres, trousses, jeux, CD-ROMS, etc) pour l'apprentissage du français langue seconde. Les produits présentés en atelier sont approuvés par le Ministère de l'Éducation de la Louisiane, du Utah et ceux des dix provinces et des trois territoires canadiens. Une trousse sera offerte en tirage.

Avant Assessment
940 Willamette St Suite 530
Eugene, OR 97401
1-888-718-7887 Fax: 541-338-7127
info@avantassessment.com www.avantassessment.com
Mary Beth Saddoris
Avant Assessment is a leading global provider of language proficiency assessments in education, business and government. With expertise in linguistics, assessment design, technology and education as our foundation, we develop and deliver effective tools to support personalized learning and improved education outcomes for every learner.

Babilonia - Center for Italian Studies
Via Timoleone, 10
Taormina, ME 98039
Italy
+39 0942 23441 Fax: +39 0942 23441 info@babilonia.it www.babilonia.it
Donnamarie Kelly Pignone
Since 1992, we, the Centre for Italian Studies “BABILONIA” in Taormina, Sicily, have passionately dedicated ourselves to promoting our Italian and Sicilian heritage and culture along with the study of the Italian language. We strive to not only offer an opportunity to learn the Italian language and to directly experience Italian culture and Italian life.

Breaking the Barrier
63 Shirley Road
Grotto, MA 01450
978-448-0594 Fax: 978-448-1237 info@tobreak.com www.tobreak.com
John Conner
Breaking the Barrier is the acclaimed language teaching system that engages today’s students and inspires them to achieve fluency. We offer print books and iBooks both in Spanish and French. Teacher resources include testing, audio, and on-line exercises. Come to one of our workshops at the conference!

Cambridge University Press
32 Avenue of the Americas
New York, NY 10013
347-559-2228 Fax: estewart@cambridge.org http://www.cambridge.org
Emily Stewart
Cambridge University Press is a leading publisher in second language acquisition with a global and US presence. Their innovative Spanish titles build upon Cambridge's strong foundation in second language acquisition, as the publisher of world-renowned English as a Second Language programs, leading Classics series, and Research and Methodology texts.

Carousel Student Tours

Tabletop 4
P.O. Box 1404
Pocasset, MA 02559
508-564-9332
info@carouseltours.com
Jennifer Lockwood
For 25 years, Carousel Student Tours has successfully run countless educational tours and homestay programs world-wide. Our commitment to providing premium student travel ensures the quality of all our student tours. We offer a variety of international and domestic tours, including trips to France, Spain, Germany, New York City and Washington, DC.

Central Intelligence Agency (CIA)

Office of Finance and Logistic
2M109 ND1
Washington, DC 20505
marieb@cia.gov
Fax: 508-564-4878
http://cia.gov
Marie R.
CIA is the premier US intelligence agency responsible for gathering foreign intelligence on a wide range of national security issues for senior US policymakers. CIA has a vital need for foreign language instructors; please visit our website at www.cia.gov.

Centro Studi Italiani

Via Borsacini, 1
Urbania, PU 61049
Italy
+39 0722 318950
Fax: +39 0722 370102
urbania@centrostuditaliani.org
www.centrostuditaliani.org
Giovanni Eric Pasotto
Since its foundation in 1986, more than 12,000 students from 120 different countries have studied at Centro Studi Italiani. All levels of Italian language and culture are offered in small, personalized classes together with Italian art history, literature and history. Optional ceramics, painting, cooking and operatic repertoire courses. Higher education access preparatory courses. Housing in furnished apartments or host families.

CHA Educational Tours

107-115 South Second Street
Philadelphia, PA 19106
1-800-323-4466
info@cha-tours.com
www.cha-tours.com
Tina Falcone
Celebrate CHA’s 45th year in educational travel in 2014! Founded by two foreign language teachers in 1969, CHA provides high quality, affordable priced educational tours to teachers and students to destinations across Europe, the Americas, Asia and the South Pacific. Choose from over 120 pre-designed itineraries or customize your own tour. Teachers travel free with six students!

ChinaSprout, Inc.

Booth 131
3401 38th Ave.
3rd Floor
Long Island City, NY 11101
718-786-8890
info@chinasprout.com
http://www.chinasprout.com
Xiaoning Wang
ChinaSprout carries a comprehensive collection of language learning materials for pre-K to college. Our resources include textbooks, dictionaries, CD-ROMS, DVDs, content-based materials and graded readers for Chinese immersion programs. Our extensive selection of Chinese-English bilingual storybooks, folktales and literature provide additional support for Chinese language and culture learning. We also carry Chinese cultural games, crafts, toys and do-it-yourself products.

Chinese in Focus

87 Kimball Beach Road
Hingham, MA 02043
781-740-0545
kswanson@chineseinfocus.org
www.chineseinfocus.org
Kathy Swanson
Chinese in Focus is a textbook series that is designed for American students. The author taught high school Chinese for 16 years in Quincy, MA. The outstanding feature of this series is the combination of cartoon-like characters and precise language instruction. The presentation is visual, lively, clear and entertaining. This is a culturally rich, technology-inclusive, unique approach to language learning.

CLE International

30 place d’Italie
Paris 75013, France
+33 616401675
Fax: +33 145874410
info@cle-inter.com
www.cle-inter.com
Marjolaine Bégouin
For more than 35 years, CLE International has been publishing and selling FFL textbooks (French as a Foreign Language). Our aim is to give tools to students and teachers of French throughout the world. We are present in more than 100 countries and we publish texts for all ages and on a variety of platforms (books, cdrom, videos, table...).

CLI Dante Alighieri Roma

Piazza Bologna, 1
Roma 00162, Italy
+39 06 4423 1400
Fax: +39 06 4423 1007
info@clidante.it
www.clidante.it
Fabrizio Fucile
The CLIDA Rome group was formed in 1981 and specializes in teaching Italian language and culture (Literature, Art History, Opera & Society) to foreign students. This multi-national environment fosters confident communication and cultural understanding. CLIDA offers flexible, easy enrollment: General Italian courses start every Monday with experienced, highly qualified, and friendly teachers. Our support staff is available to students 24/7.

Cultural Services of the French Embassy

3101 Reservoir Road NW
Washington, DC 20007
202-944-6031
Fax: 202-944-6268
celine.jobe@diplomatie.gouv.fr
www.frenchculture.org
Magali Boutié
The Cultural Services of the French Embassy works to strengthen the presence of French language education in American schools and universities. The department provides training opportunities for teachers including workshops, summer universities, and training grants. It also supports initiatives promoting the French language, such as school competitions and festivals, encourages French-language immersion classes and promotes the DELF/DALF language diplomas.
Since 1993, Culture Quest has designed fully-customized educational tours and short-term study abroad programs for high schools and colleges traveling to Europe, Latin America and beyond. Stop by our booth and request your no-obligation travel quote!

don Quijote - Academia Columbus
Calle Alberto Aguilera 26
28015 Madrid, Spain
+34 91 5943776 Fax: +34 91 5945159
am@donquirote.org www.donquirote.org

Since 1986, don Quijote has developed as an unparalleled learning institution with over 35 schools in Spain & Latin America offering all year round Spanish language and cultural courses with official transcripts in numerous US universities. Our immersion tailored programs combine active courses with a wide range of accommodations and exciting excursions and activities.

École internationale de français, UQTR
3351 boulevard des Forges
CP 500
Trois-Rivières, QC G9H 0A8
Canada
819-376-5124 Fax: 819-376-5166
manon.lienard@uqtr.ca Eli@uqtr.ca

Our French immersion programs offer a high-quality educational experience with university graduates who teach international French, in an entirely francophone environment. There are year-round educational programs. Students of all ages are welcome during summer. Make it a family trip!

Edizioni Edilingua
via Cola di Rienzo 212
00192 Roma, Italy
+39 06 967 27307 Fax: +39 06 944 43138
info@edilingua.it www.edilingua.it
Elena Vianello

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

Education Office Embassy of Spain
2375 Pennsylvania Ave NW
Washington, DC 20037
202-728-2335 Fax: 202-728-2313
counselor.usa@mecd.es www.educacion.gob.es/euu
Rosa Lopez-Boullon

The Education Office of the Embassy of Spain implements education programs and policies in the United States and Canada. Its programs include Spanish visiting teachers, summer courses in Spain, both for teachers and students, a network of immersion schools, free resources, seminars and workshops.

EF Educational Tours
1 Education Street
Cambridge, MA 02141
617-619-1167 Fax: 617-619-1303
katherine.schlemann@ef.com www.ef.com

For more than four decades, EF Educational Tours has worked with educators to prepare students to succeed by developing global competency and career readiness. With schools and offices in more than 35 countries, the EF family includes educational tours, cultural exchange, language schools and academic programs.

EDM Publishing
875 Montreal Way
St. Paul, MN 55102
800-328-1452 Fax: 800-328-4564
duran@emcp.com www.emcschool.com

For almost 60 years, EDM has been developing world language programs and digital resources that connect learners and teachers to language and culture. This year, learn about T’es branché? our new 4-level French program and EDM Languages, our new digital language environment!

Explorica Inc
145 Tremont St
Boston, MA 02111
888-310-7120 Fax: 442
ssteinwedell@explorica.com www.explorica.com

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

Focus Publishing/R. Pullins Co.
5 Perry Way, Suite 16
P.O. Box 369
Newburyport, MA 01950
978-462-7288 Fax: 978-462-9035
cindy@pullins.com www.focusbookstore.com

Focus Publishing publishes and distributes textbooks in Classical and Modern Languages: Latin (including the Lingua Latina series), Classical Greek, French, Spanish, Russian, German, Portuguese and Italian. Recent publications include “Francophone Culture Through Film”, and new editions of the popular “Cinema for French Conversation” and “Cinema for Spanish Conversation.” Courseware and online ancillaries are available for many of our texts.

France Langue
42 Rue Lafaurie de Monbadon
Bordeaux, Gironde 33000
France
+33 099425615 Fax: d.sampere@france-langue.fr http://www.france-langue.fr
David Sampere

France Langue offers quality French language programs at all levels, in 4 fantastic cities: Paris, Nice, Bordeaux and Biarritz. France Langue runs faculty-led programs and individual programs that can be complemented by workshops (arts, literature, culture, business...) or with an internship experience. We are specialized in Study Abroad Programs for universities and high schools. Visit us to find yours!

French on Location/Spanish on Location
c/o Visit Canada
134 Pleasant St.
Portsmouth, NH 03801
855-628-2894 Fax: 603-319-0066
donovan@visitcanada.com www.SpanishonLocation.com
Michael Donovan

SPANISH ON LOCATION and FRENCH ON LOCATION are North America’s leading operators of domestic educational tours for students of French and Spanish, having taken 100,000 students on carefully planned, affordable but pedagogically significant field trips to Montreal, Quebec City, New York City, Chicago and Miami.

Global Routes/Equal Exchange
One World Way
Windsor, MA 03244
413-585-8895
mail@globalroutes.org www.globalroutes.org

For almost 60 years, Global Routes has provided educational opportunities worldwide, leading 20,000 students a year to learn, experience, and grow in a new cultures, languages and people on educational tours across the globe.

EMC Publishing
875 Montreal Way
St. Paul, MN 55102
800-328-1452 Fax: 800-328-4564
duran@emcp.com www.emcschool.com

For almost 60 years, EDM has been developing world language programs and digital resources that connect learners and teachers to language and culture. This year, learn about T’es branché? our new 4-level French program and EDM Languages, our new digital language environment!

Explorica Inc
145 Tremont St
Boston, MA 02111
888-310-7120 Fax: 442
ssteinwedell@explorica.com www.explorica.com

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

Focus Publishing/R. Pullins Co.
5 Perry Way, Suite 16
P.O. Box 369
Newburyport, MA 01950
978-462-7288 Fax: 978-462-9035
cindy@pullins.com www.focusbookstore.com

Focus Publishing publishes and distributes textbooks in Classical and Modern Languages: Latin (including the Lingua Latina series), Classical Greek, French, Spanish, Russian, German, Portuguese and Italian. Recent publications include “Francophone Culture Through Film”, and new editions of the popular “Cinema for French Conversation” and “Cinema for Spanish Conversation.” Courseware and online ancillaries are available for many of our texts.

France Langue
42 Rue Lafaurie de Monbadon
Bordeaux, Gironde 33000
France
+33 099425615 Fax: d.sampere@france-langue.fr http://www.france-langue.fr
David Sampere

France Langue offers quality French language programs at all levels, in 4 fantastic cities: Paris, Nice, Bordeaux and Biarritz. France Langue runs faculty-led programs and individual programs that can be complemented by workshops (arts, literature, culture, business...) or with an internship experience. We are specialized in Study Abroad Programs for universities and high schools. Visit us to find yours!

French on Location/Spanish on Location
c/o Visit Canada
134 Pleasant St.
Portsmouth, NH 03801
855-628-2894 Fax: 603-319-0066
donovan@visitcanada.com www.SpanishonLocation.com
Michael Donovan

SPANISH ON LOCATION and FRENCH ON LOCATION are North America’s leading operators of domestic educational tours for students of French and Spanish, having taken 100,000 students on carefully planned, affordable but pedagogically significant field trips to Montreal, Quebec City, New York City, Chicago and Miami.

Global Routes/Equal Exchange
One World Way
Windsor, MA 03244
413-585-8895
mail@globalroutes.org www.globalroutes.org

For almost 60 years, Global Routes has provided educational opportunities worldwide, leading 20,000 students a year to learn, experience, and grow in a new cultures, languages and people on educational tours across the globe.
Global Routes offers community service and immersion travel programs for high and middle school students, gap-year students, and customized programs for schools, specifically for foreign language teachers and their students. We partner with Equal Exchange, a fantastic worker owned coop. Equal Exchange offers fundraising opportunities with their fair trade products for your school.

Harford County Public Schools  
102 S. Hickory Ave.  
Bel Air, MD 21014  
410-588-5238  
Fax: 410-588-5315  
Jillian.Lader@hcps.org  
http://www.hcps.org

Harford County is ideally situated within Maryland and centrally located on the East Coast. Easily accessible to New York City, Philadelphia, Richmond, and Washington, D.C., Harford County combines all aspects of living and provides outlets of opportunity for all interests. Websites such as www.harfordmd.com and www.hcps.org will allow prospective employees to explore our county and our public school system.

Hollins Abroad-Paris  
PO Box 9658  
Roanoke, VA 24020  
540-362-6214  
miller@holllins.edu  
www.hollins.edu/huabroad  
Lauren Miller

The Hollins Abroad-Paris program was founded in 1955 and combines outstanding classes, field trips, guided group excursions, and special academic options (including internships) to provide a comprehensive and immersive French cultural experience. Our full-time director is a native of Paris who has studied and taught in the U.S. and is a specialist in French language and literature.

Houghton Mifflin Harcourt  
10801 N. Mopec Expwy  
Bldg 3  
Austin, TX 78759  
512-721-7164  
Kristin.Basse@hmhco.com  
www.hmhco.com  
Kristin Basse-Leahy

Houghton Mifflin Harcourt is a global learning company with the mission of changing people’s lives by fostering passionate, curious learners. Among the world’s largest providers of pre-K-12 education solutions and one of its longest-established publishing houses, HMH combines cutting-edge research, editorial excellence and technological innovation to improve teaching and learning environments and solve complex literacy and education challenges.

Ideal Foreign Books, LLC.  
132-10 Hillside Avenue  
Richmond Hill, NY 11418  
718-297-7477  
idealforeignbooks@att.net  
www.idealforeignbooks.com  
Alain Fetaya

We provide our customers with a one-stop personal and professional service when it comes to ordering any and all materials published for K-12, college and adult levels in Spain, Latin America, France and the Francophone world, Germany and Italy. Materials include methods, readers, vocabulary, grammar, conversation, civilization, literature, dictionaries and other supplementary materials. SPANISH, FRENCH, GERMAN, ITALIAN

iEARN-USA  
475 Riverside Dr.  
Suite 450  
New York, NY 10115  
212-870-2693  
Fax: 212-870-5000  
jrussell@us.iearn.org  
http://www.us.iearn.org

iEARN is a global non-profit network that facilitates cross-cultural interaction, global classroom projects, and new learning opportunities online. iEARN has grown to become one of the world’s largest educational networks for project-based learning, with programs in more than 140 countries and collaboration in over 30 languages.

ILSC Montréal  
410 St. Nicolas  
Suite 300  
Montréal, QC H2Y 2P5  
Canada  
514-876-4572  
info@ilsc.ca  
www.ilsc.ca

ILSC - Montréal is one of Canada’s most reputable French language schools located in the heart of charming Old Montréal in a state-of-the-art facility. ILSC teaches a wide range of communicative courses at various levels. Small classes are taught using a student-centered approach by our highly qualified instructors. We also offer specialty programs: customized groups, summer youth camps, teacher training, one-on-one tutoring and work-experience.

Instituto Cervantes  
211 East 49th Street  
New York, NY 10017  
212-308-7720  
casit_inc@casit.org  
www.nyork.cervantes.org  
Carmen Blanquez

Instituto Cervantes is a not-for-profit organization created by the Spanish government in 1991. Its mission is to promote the Spanish language and to contribute to the advancement of the cultures of all Spanish speaking countries and communities.

Italian Consulate Boston/C.A.S.I.T. Inc.  
27 Water St.  
Suite 102B  
Woburn, MA 01880  
781-224-0532  
casit_inc@casit.org  
www.casit.org  
Gioconda Motta

The mission of C.A.S.I.T (Centro Attivita Scolastiche Italiane) is to promote the Italian language and culture in New England. C.A.S.I.T’s activities include establishing new Italian instructional programs; supporting existing programs; providing professional development programs for teachers; maintaining a resource library; organizing competitions and events to promote the Italian language and culture in collaboration with local organizations and school communities.

JNCL/NCLIS  
P.O.Box 386  
Wakefield, MA 01880  
202-580-8684  
info@languagepolicy.org  
Monique Roske

JNCL-NCLIS represents 72 member organizations with some 300,000 teachers, interpreters, translators, and researchers, advocating with the government and the public to improve foreign language education in the US. We advocate with the United States Congress and Executive Branch for all programs that support Foreign Language and international education.

Jumpstreet Tours  
780 Brewster  
Suite 02-300  
Montréal, QC H4C 2K1  
Canada  
514-954-9990  
yourteam@jumpstreet.com  
www.jumpstreet.com  
Michael Johnson

It’s one thing to travel; it’s another to live and breathe a new destination in an authentic and meaningful way. Give your students the opportunity to put into practice what they’ve studied in your classroom with a trip designed to nurture a lifelong passion for learning, language, and adventure. After all, life’s classroom is out in the world around us.

2014 NORTHEAST CONFERENCE EXHIBITORS

Ideal Foreign Books, LLC.  
132-10 Hillside Avenue  
Richmond Hill, NY 11418  
718-297-7477  
idealforeignbooks@att.net  
www.idealforeignbooks.com  
Alain Fetaya

We provide our customers with a one-stop personal and professional service when it comes to ordering any and all materials published for K-12, college and adult levels in Spain, Latin America, France and the Francophone world, Germany and Italy. Materials include methods, readers, vocabulary, grammar, conversation, civilization, literature, dictionaries and other supplementary materials. SPANISH, FRENCH, GERMAN, ITALIAN

iEARN-USA  
475 Riverside Dr.  
Suite 450  
New York, NY 10115  
212-870-2693  
Fax: 212-870-5000  
jrussell@us.iearn.org  
http://www.us.iearn.org

iEARN is a global non-profit network that facilitates cross-cultural interaction, global classroom projects, and new learning opportunities online. iEARN has grown to become one of the world’s largest educational networks for project-based learning, with programs in more than 140 countries and collaboration in over 30 languages.
Les Editions Scholastic/French Media Resources  
Tabletop 17
53 Roger Drive  
Port Washington, NY 11050  
516-883-5557  
sylvie@frenchmediaresources.com  
www.frenchmediaresources.com  
Sylvie Noué-Russo


Massachusetts Foreign Language Association (MaFLA)  
Tabletop 20
43 Ralph Road  
Marblehead, MA 01945  
978-302-3648  
avocacy@mafla.org  
http://www.mafla.org
Nicole Sherf

The MaFLA Table offers student contest information, advocacy ideas and professional development opportunities to members of the Massachusetts Foreign Language Association. Stop by to pick up some resources, complete an advocacy task and enter our raffle. Find out more about our five upcoming PD events this year. You can join or renew at the table. Come learn more about us!

McGraw-Hill Education  
Booth 336
8787 Orion Place  
Columbus, OH 43240-4027  
614-430-4694  
Fax: 614-430-4731
Linda Brugger  
http://mheonline.com
Linda Brugger

We are a Pre-K-12 partner dedicated to re-imagining learning in a digital world. We provide superior instructional solutions that are effective, engaging, and easy to use, resulting in improved educator efficiency and increased student achievement.

MEP/Schoenhof's  
Booth 235
8124 Ridgeway Avenue  
Skokie, IL 60076  
847-676-1596  
info@mep-inc.net  
http://www.schoenhof's.com
Daniel Eastman

Leading distributor of foreign language materials for K-12 and beyond. We supply Spanish, French, German, Italian and Latin textbooks; reference materials, literature, AP, teachers’ resources, periodicals, audiovisuals, games, posters, software and special imports...

Middlebury Interactive Languages  
Booth 329
23 Pond Lane  
Middlebury, VT 05753  
802-458-9248  
Fax: 802-443-2075
info@middleburyinteractive.com  
middleburyinteractive.com
Rachel Connor

Middlebury Interactive is the academic leader in world language instruction for K-12 students. A joint venture between Middlebury College and K12 Inc., we provide access to superior language programs and prepare students with the skills and cultural understanding to compete in the 21st Century global marketplace.

Middlebury Language Schools & Schools Abroad  
Booth 432
Sunderland  
Middlebury College  
Middlebury, VT 05753  
802-443-5510  
languages@middlebury.edu  
www.middlebury.edu/ls
Brook Escobedo

Middlebury offers summer intensive-immersion programs from beginning to advanced levels in ten languages at two sites (CA and VT). With nearly 100 years of experience, Middlebury offers a 24/7 immersion environment, the Language Pledge®, small classes, world-class professors, and in-language activities. Middlebury also offers 36 study abroad opportunities, and many graduate programs. Need-based financial aid and fellowships are available.

Museum of Fine Arts Boston  
Tabletop 18
465 Huntington Avenue  
Boston, MA 02115  
617-369-3304
sfonda@mfa.org  
http://www.mfa.org
Susan Fonda

The MFA is one of the most comprehensive art museums in the world; the collection encompasses nearly 450,000 works of art. We welcome more than one million visitors each year to experience art from ancient Egyptian to contemporary, special exhibitions, and innovative educational programs. Learn more about its programs for schools and teachers that meet curriculum standards in foreign language.

National Registration Center for Study Abroad  
Tabletop 13
75 Hartford Dr.  
Portsmouth, NH 03801  
603-436-5284  
Fax: 603-436-5338
joan@nrcsa.com  
Joan Schaeffer

The National Registration Center for Study Abroad (NRCSA) is a worldwide consortium of select language schools in over 40 countries with a staff to assist you in planning your next trip for study, travel and cultural enrichment. Unique volunteering and hands-on experiences. Customized, affordable immersion programs for individual teachers, teachers with student groups, and independent teens. Let us help you!

New York State Association of Foreign Language Teachers (NYSAFLT)  
Tabletop 21
2400 Main Street  
Buffalo, NY 14214  
716-836-3130  
Fax: 716-836-3020
HG@nysaflt.org  
www.nysaflt.org
John Carlino

NYSAFLT is the collective voice of thousands of foreign language teachers across New York State. We provide professional development through three annual conferences, a state-of-the-art web site, webinars, scholarships and awards for programs, teachers and students, and an incomparable state-wide network of communication. Not a member? Join today!

Passports, Inc.  
Booth 137
389 Main Street  
Spencer, MA 01562  
508-885-4600  
pgleannon@passports.com  
Patricia Glennon

Passports Educational Group Travel provides tours for high school and college students, their teachers, professors and adults. Trips are scheduled year-round to Europe, Asia, or anywhere you choose to go, at low, guaranteed prices and are normally accompanied by group organizers who enjoy special benefits. For information call 800-332-7277.

Pearson  
Booths 322, 324
1854 11th Ave NE  
Blaine, MN 55449  
763-786-2011  
deb.loomar@pearson.com  
www.pearsonschool.com
Deb Loomar

Pearson, the leader in Pre-K-12 education solutions, transforms education by connecting personalized, assessment-driven programs, services, school improvement strategies, and technology that deliver improved outcomes in student performance and classroom instruction. Pearson’s research-based curriculum in print, digital, or blended options engages digital natives while empowering teachers with professional development training and services.
Qatar Foundation International
1400 Eye Street NW
Suite 325
Washington, DC  20005
202-652-0147 arabic@qfi.org
Madison  Marks
Qatar Foundation International (QFI), LLC, is a U.S.-based member of Qatar Foundation (QF) in Washington, D.C. QFI is a not-for-profit organization focused on grant-giving and programmatic activities that connect cultures and advance global citizenship through education. The Arabic Language and Culture Program supports the teaching of Arabic language and culture in the Americas.

Regroupement des éditeurs canadiens-français
265-B St - Patrick
Ottawa, ON  K1N 5K4
Canada
613-562-4507 communications@refc.ca
Caroline Boudreau
The Regroupement des éditeurs canadiens-français (RECF), which represents 16 publishers within French-speaking Canada, has set its goals on letting the world know and learn about its publishers and their authors, hailing from various fields and backgrounds.

Robotel Inc.
3185 rue Delaunay
Laval, QC  H7L 5A4
Canada
450-680-1448 information@robotel.ca
Gerry Sullivan
Robotel is a world leader in Digital Language Lab solutions. Our SmartClass+ platform delivers a combination of live classroom activities and self-study activities. SmartClass+ is ideal for one-to-one programs and BYOD environments. SmartClass+ works with desktop computers, laptops, netbooks, and tablets (iPad, Android, and Win8) in fixed or portable configurations. Our SmartClass+ Homework solution supports web-based access to self-study exercises.

SANS Inc. 21st Century Technology for Language Learning
10 White Wood Lane
North Branford, CT  06471
203-315-1496 kannino@sansinc.com
Kelly Shepard
SANS Inc. is a leader in 21st century instructional technology for language learning in-classroom, blended or on-line use. Our SANSSpace cloud-compatible, virtual learning platform/mobile app gives students the flexibility to work with multimedia lesson content 24/7. The Sony Virtuoso software suite is a fully integrated, network-based digital language lab. SANS is pleased to sponsor the NECTFL Mead Leadership Fellowships.

Arcobaleno promotes an articulated project for the diffusion of the Italian language and culture through innovative proposals, methods and means of application for cultural enrichment, professional training or just free time recreation: LANGUAGE COURSES for Italian teachers at all levels; DIDACTIC MATERIALS; EDUCATIONAL TRIPS IN ITALY to discover Italian language and culture by educational experience of high quality.

Spaziolingua School
Via Giosuè Carducci, 17
Milano 20123,
Italy
+39 02 89096795
info@spaziolingua.it
Paola Sguazza
SPAZIOLINGUA is located in the historic center of Milan. Our goal is to enhance learning with a human connection and to work in a calm and welcoming environment that encourages the pleasure of learning. Class lessons are just a portion of this path to language and culture, which are enhanced by cultural activities including guided visits, “aperitivi” and wine tastings.

Students Love Travel
80 Daniel St.
#1025
Portsmouth, NH  03802
888-407-4024
info@studentslovetravel.com
Robert Delorie
Students Love Travel organizes private educational travel programs for small high school and middle school groups.

Study in Spain
2655 Le Jeune Road
Suite 1114
Coral Gables, FL  33134
305-446-4387
miami@comercio.mineco.es
MCarmen Barnuevo
“Study in Spain” is a program and campaign aimed at promoting Spanish international education in the US. Spanish language courses, study abroad programs and educational opportunities in Spain for international students.

Tanberg Educational - Sanako
39 Old Ridgebury Rd.
Bldg. C4, Ste. 209
Danbury, CT  06810
1-800-367-1137
michael.tierney@tanbergeducational.com
Michael Tierney
Tanberg Educational, the leader in 21st century language learning solutions, represents Sanako.

Travel and Education
111 S. Independence Mall East
Suite 970
Philadelphia, PA  19106
215-238-0235
info@travelandeducation.org
Ashley Levins
Studying abroad has never been easier. T&E works with the universities and programs directly. We offer competitive prices and advanced human/technical resources. T&E provides language and culture courses, with specialty programs in specific fields of interest – with intensive language instruction at
your specified level alongside socio-cultural activities. Specialty programs are offered in the fields of business, medicine and law.

**Travel for Teens**

900 West Valley Road
Suite 300
Wayne, PA 19087
484-654-1032
info@travelforteens.com
Fax: 484-654-1041
www.travelforteens.com
Ned Clark
Travel for Teens believes travel should be fun and enriching. Our programs feature choice in what you do, see, and experience. We crafted our programs to instill a love for travel, hunger for learning, curiosity about differences, appreciation of similarities across cultures, and an understanding of what it means to be a global citizen. We look forward to traveling with you!

**Vamonos Tours**

PO Box 7842
Wilmington, DE 19803
888-366-6121
esther@vamonostours.com
Fax: 1-877-550-9463
www.vamonostours.com
Esther Riddle
Our Puerto Rico, Cuba, and Miami cultural immersion tours are unique in the student market. Each tour is designed to encourage travelers to immerse themselves in the Latino culture, not just observe. You’ll find us interacting with locals at farmers’ markets, learning about the lives of rural fishermen, and visiting off the beaten path destinations.

**Virginia Beach City Public Schools**

2512 George Mason Dr.
PO Box 6038
Virginia Beach, VA 23456
757-263-1021
bplatt@vbschools.com
Fax: 757-263-1085
Bernard Platt
Great support, high achievement and cultural diversity are hallmarks of Virginia Beach City Public Schools. Virginia Beach and the surrounding communities offer a high quality of life through a wealth of free-time pursuits. Numerous universities also afford chances for continuing education. We offer 9 world languages: American Sign Language, Arabic, Chinese (Mandarin), French, German, Latin, Japanese, Russian and Spanish. Please visit our Web site, www.vbschools.com, or our Facebook page, “Come Teach at VA Beach” to find out more. Virginia Beach City Public Schools - a great place to learn - a great place to teach - a great place to live!

**Vista Higher Learning**

Booths 316, 317, 318, 319, 320, 321, 416

31 St. James Ave. #1005
Boston, MA 02116
800-618-7375
info@vistahigherlearning.com
Fax: 617-426-4910
www.vistahigherlearning.com
Erin Dunphy
Vista Higher Learning is a specialized language publisher committed to creating superior quality programs that integrate research-based instructional textbook design, leading-edge technology, and authentic media for powerful language learning experiences.

**Vistas in Education**

Tabletop 3

7201 Ohms Lane
Suite 100
Edina, MN 55439
612-823-7217
vistas@vistasineducation.com
Fax: 612-823-9064
www.vistasineducation.com
Jane Weinstein
Vistas in Education is a student tour organizer to France, created by educators in 1976. We believe that travel can be educational and fun at the same time. Our tours include an organized educational travel portion, as well as a one week Family Stay experience that allows the student the opportunity to live the culture and to develop lifelong friendships.

**Wayside Publishing**

Booths 132, 136

50 Downeast Drive
Yarmouth, ME 04096
888-302-2519
sales@waysidepublishing.com
Fax: 888-302-2519
www.waysidepublishing.com
Greg Greuel
Our carefully selected titles - authored by experienced educators and experts - have been used in many of the finest preparatory schools in the United States. We focus on offering top-quality products at reasonable prices. Our titles include nationally recognized World Language AP Exam preparation workbooks, History series, and English workbooks.

**World of Reading, Ltd.**

Booths 216, 220, 222

1119 Bonview Lane NE
Atlanta, GA 30324
404-233-4042
polyglot@wor.com
Fax: 404-237-5511
www.wor.com
Cindy Tracy
Since 1989, World of Reading, Ltd. has offered the largest variety of foreign language and ESL materials - Software, DVDs, CDs and Books - over 100 languages - all at discounted prices, ages 0-99 - products for learning another language and for learning IN another language. Visit us online at www.wor.com - call or email for recommendations for YOUR needs.

**Worldstrides International Discovery**

Booth 237

32 N. Augusta St
Staunton, VA 24401
1-800-522-2398
Fax: 540-885-0566
denise@worldstridesdiscovery.org
www.worldstridesdiscovery.org
Denise Ritchie
Worldstrides International Discovery has been operating educational travel services for adult and student tour groups for over 30 years. International Discovery differentiates itself from other educational tour operators by having a unique educational travel structure, as well as clearly defined touring and travel philosophies.

**Yale University Press**

Booth 408

302 Temple Street
New Haven, CT 06510
203-432-0958
ellen.freier@yale.edu
Fax: 203-432-5455
www.YaleBooks.com/Languages
Ellen Freier
Yale University Press publishes many foreign language textbooks. From beginning through advanced texts as well as ancillaries and multimedia products, Yale publishes innovative and engaging texts for your classes. Visit YaleBooks.com/Languages for more information.
NEW Spanish Materials from Cambridge University Press

Cambridge University Press is proud to introduce cutting-edge Spanish programs for young learners and secondary students. These innovative titles build upon Cambridge's strong foundation in second language acquisition, as the publisher of world-renowned English as a Second Language programs, leading Classics series, and Research and Methodology texts.

Come explore Spanish language and culture through new materials by Cambridge!

For more information visit www.cambridge.org/spanish or contact your local Language Specialist: 888-375-2899
Officers and Directors

Cheryl Berman
SAU50 (NH), Vice Chair

Janel Lafond-Paquin
Rogers HS (RI), Conference Chair

Arlene White
Salisbury University, Past Chair & Director

John Carlino
NYSALF/Ken-Ton UFSD, Director

Michael Donnelly
Centennial School District (PA), Director

Jennifer Eddy
Queens College/CUNY, Director

Rebecca Fox
George Mason Univ., Director

Gisela Hoecherl-Alden
Boston University, Director

Barbara Lindsey
University of Maryland, Director

Ruth Malone
Wicomico County (MD) Public Schools, Director

Silvina Orsatti
University of Pittsburgh, Director

Carole Smart
Newmarket (NH) Public Schools, Director

Dali Tan
Northern Virginia Community College, Director

Consultants

Donna Clark
Northern VA Community College, Local Committee Co-Chair

Stephen Kiley
Quincy College, Local Committee Co-Chair

Laura Franklin
Northern Virginia Community College, ACTFL Representative

Amanda Seewald
MARACAS Spanish Programs, JNCL/NCLIS Representative

Robert M. Terry
University of Richmond (emeritus), Editor, NECTFL Review

Tom Conner
St. Norbert College, Review Editor, NECTFL Review

Charlotte Gifford
Greenfield MA Community College, Webinar Consultant

Susan M. Shaffer
Exhibits Consultant

Cindy Murphy
Exhibits Consultant

Luca Trazzi
Exhibits Consultant

Michael B. Kline
Volunteer Registrar

Staff

Rebecca R. Kline
Executive Director

Northeast Conference Program 2014
### 2014 Northeast Conference Advisory Council

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>José Diaz</td>
<td>Hunter College High School</td>
<td>New York NY</td>
</tr>
<tr>
<td>Marty Abbott</td>
<td>ACTFL</td>
<td>Alexandria VA</td>
</tr>
<tr>
<td>Jayne Abrate</td>
<td>AATF/ Southern Illinois University</td>
<td>Carbondale IL</td>
</tr>
<tr>
<td>William Anderson</td>
<td>Massapequa School District</td>
<td>Massapequa NY</td>
</tr>
<tr>
<td>Ursula Askins-Huber</td>
<td>NHAWLTPembroke Academy</td>
<td>Pembroke NH</td>
</tr>
<tr>
<td>Cheryl P. Berman</td>
<td>Newington Public Schools</td>
<td>Newington NH</td>
</tr>
<tr>
<td>Carmen Campos</td>
<td>Plainview-Old Bethpage CSD</td>
<td>Plainview NY</td>
</tr>
<tr>
<td>John Carlino</td>
<td>NYSAFL/Ken-Ton UFSD</td>
<td>Buffalo NY</td>
</tr>
<tr>
<td>Michael Cave</td>
<td>Hopkinton Public Schools</td>
<td>Hopkinton MA</td>
</tr>
<tr>
<td>Carol Chen-Lin</td>
<td>CLASS/Choate Rosemary Hall</td>
<td>Wallingford CT</td>
</tr>
<tr>
<td>Jean Copeland</td>
<td>J.R. Masterman Lab/Demo School</td>
<td>Philadelphia PA</td>
</tr>
<tr>
<td>Keith Cothrun</td>
<td>AATG</td>
<td>Cherry Hill NJ</td>
</tr>
<tr>
<td>Robert Daniel</td>
<td>St. Joseph’s University</td>
<td>Philadelphia PA</td>
</tr>
<tr>
<td>John De Mado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>José Ricardo-Osorio</td>
<td>Shippensburg University</td>
<td>Shippensburg PA</td>
</tr>
<tr>
<td>Ben Rifkin</td>
<td>The College of New Jersey</td>
<td>Ewing NJ</td>
</tr>
<tr>
<td>Catherine Ritz</td>
<td>MaFLA/Arlington Public Schools</td>
<td>Arlington MA</td>
</tr>
<tr>
<td>Jimmy Rizzitano</td>
<td>MaFLA/Brockton Public Schools</td>
<td>Brockton MA</td>
</tr>
<tr>
<td>Dawn Santiago-Marullo</td>
<td>Victor Central Schools</td>
<td>Victor NY</td>
</tr>
<tr>
<td>Amanda Seewald</td>
<td>MARACAS Spanish Programs for Young Learners</td>
<td>Scotch Plains NJ</td>
</tr>
<tr>
<td>Dali Tan</td>
<td>Northern Virginia Community College</td>
<td>Alexandria VA</td>
</tr>
<tr>
<td>Rita Olszak</td>
<td>Glastonbury Public Schools</td>
<td>Glastonbury CT</td>
</tr>
<tr>
<td>Joanne O’Toole</td>
<td>SUNY Oswego</td>
<td>Oswego NY</td>
</tr>
<tr>
<td>Lydia Perinchief</td>
<td>Dept. of Education</td>
<td>St. David’s Bermuda</td>
</tr>
<tr>
<td>Phyllis Pizzolato</td>
<td>FLENJ - Foreign Language Educators of NJ</td>
<td>Glen Ridge NJ</td>
</tr>
<tr>
<td>José Diaz</td>
<td>Hunter College High School</td>
<td>New York NY</td>
</tr>
<tr>
<td>Christine Dombrowski</td>
<td>Southern CT State University</td>
<td>New Haven CT</td>
</tr>
<tr>
<td>Michael Donnelly</td>
<td>Centennial School District</td>
<td>Warminster PA</td>
</tr>
<tr>
<td>Gregory Duncan</td>
<td>“InterPrep, Inc.”</td>
<td>Marietta GA</td>
</tr>
<tr>
<td>Jennifer Eddy</td>
<td>Queens College/CUNY</td>
<td>Flashing NY</td>
</tr>
<tr>
<td>Mohamed Esa</td>
<td>McDaniel College</td>
<td>Westminster MD</td>
</tr>
<tr>
<td>Rosemary Feal</td>
<td>MLA</td>
<td>New York NY</td>
</tr>
<tr>
<td>Rebecca Fox</td>
<td>George Mason University</td>
<td>Fairfax VA</td>
</tr>
<tr>
<td>Laura Franklin</td>
<td>NOVA</td>
<td>Alexandria VA</td>
</tr>
<tr>
<td>Charlotte Gifford</td>
<td>Greenfield Community College</td>
<td>Greenfield MA</td>
</tr>
<tr>
<td>Eileen Glisan</td>
<td>Indiana University of PA</td>
<td>Indiana PA</td>
</tr>
<tr>
<td>Madelyn Gonnerman</td>
<td>Torchin Classical Association of New England</td>
<td>Newton MA</td>
</tr>
<tr>
<td>Marjorie Hall Haley</td>
<td>George Mason University</td>
<td>Fairfax VA</td>
</tr>
<tr>
<td>Bill Heller</td>
<td>SUNY Geneseo</td>
<td>Geneseo NY</td>
</tr>
<tr>
<td>Gisela Hoecherl-Alden</td>
<td>Boston University</td>
<td>Boston MA</td>
</tr>
<tr>
<td>Amy Hubertus</td>
<td>RIFLA</td>
<td>Providence RI</td>
</tr>
<tr>
<td>Sister Mary Helen Kashuba</td>
<td>SSJ</td>
<td>Chestnut Hill College</td>
</tr>
<tr>
<td>Stephen Kiley</td>
<td>Quincy College</td>
<td>Plymouth MA</td>
</tr>
<tr>
<td>Janel Lafond-Paquin</td>
<td>Rogers High School</td>
<td>Newport RI</td>
</tr>
<tr>
<td>Lucy Chu (Luy) Lee</td>
<td>Livingston HS</td>
<td>Livingston NJ</td>
</tr>
<tr>
<td>Barbara Lindsey</td>
<td>University of Maryland</td>
<td>Maryland</td>
</tr>
<tr>
<td>Gladys Lipton</td>
<td>National FLES* Institute</td>
<td>Bethesda MD</td>
</tr>
<tr>
<td>Grisel Lopez-Diaz</td>
<td>New Jersey City University</td>
<td>Jersey City NJ</td>
</tr>
<tr>
<td>Ruth Malone</td>
<td>Wicomico County Public Schools</td>
<td>Salisbury MD</td>
</tr>
<tr>
<td>MFLA</td>
<td>Maryland Foreign Language Association</td>
<td>Towson MD</td>
</tr>
<tr>
<td>Rita Olszak</td>
<td>Glastonbury Public Schools</td>
<td>Glastonbury CT</td>
</tr>
<tr>
<td>Joanne O’Toole</td>
<td>SUNY Oswego</td>
<td>Oswego NY</td>
</tr>
<tr>
<td>Lydia Perinchief</td>
<td>Dept. of Education</td>
<td>St. David’s Bermuda</td>
</tr>
<tr>
<td>Phyllis Pizzolato</td>
<td>FLENJ - Foreign Language Educators of NJ</td>
<td>Glen Ridge NJ</td>
</tr>
<tr>
<td>José Ricardo-Osorio</td>
<td>Shippensburg University</td>
<td>Shippensburg PA</td>
</tr>
<tr>
<td>Ben Rifkin</td>
<td>The College of New Jersey</td>
<td>Ewing NJ</td>
</tr>
<tr>
<td>Catherine Ritz</td>
<td>MaFLA/Arlington Public Schools</td>
<td>Arlington MA</td>
</tr>
<tr>
<td>Jimmy Rizzitano</td>
<td>MaFLA/Brockton Public Schools</td>
<td>Brockton MA</td>
</tr>
<tr>
<td>Dawn Santiago-Marullo</td>
<td>Victor Central Schools</td>
<td>Victor NY</td>
</tr>
<tr>
<td>Amanda Seewald</td>
<td>MARACAS Spanish Programs for Young Learners</td>
<td>Scotch Plains NJ</td>
</tr>
<tr>
<td>Dali Tan</td>
<td>Northern Virginia Community College</td>
<td>Alexandria VA</td>
</tr>
<tr>
<td>Rita Olszak</td>
<td>Glastonbury Public Schools</td>
<td>Glastonbury CT</td>
</tr>
<tr>
<td>Joanne O’Toole</td>
<td>SUNY Oswego</td>
<td>Oswego NY</td>
</tr>
<tr>
<td>Lydia Perinchief</td>
<td>Dept. of Education</td>
<td>St. David’s Bermuda</td>
</tr>
<tr>
<td>Phyllis Pizzolato</td>
<td>FLENJ - Foreign Language Educators of NJ</td>
<td>Glen Ridge NJ</td>
</tr>
<tr>
<td>José Ricardo-Osorio</td>
<td>Shippensburg University</td>
<td>Shippensburg PA</td>
</tr>
<tr>
<td>Ben Rifkin</td>
<td>The College of New Jersey</td>
<td>Ewing NJ</td>
</tr>
<tr>
<td>Catherine Ritz</td>
<td>MaFLA/Arlington Public Schools</td>
<td>Arlington MA</td>
</tr>
<tr>
<td>Jimmy Rizzitano</td>
<td>MaFLA/Brockton Public Schools</td>
<td>Brockton MA</td>
</tr>
<tr>
<td>Dawn Santiago-Marullo</td>
<td>Victor Central Schools</td>
<td>Victor NY</td>
</tr>
<tr>
<td>Amanda Seewald</td>
<td>MARACAS Spanish Programs for Young Learners</td>
<td>Scotch Plains NJ</td>
</tr>
<tr>
<td>Dali Tan</td>
<td>Northern Virginia Community College</td>
<td>Alexandria VA</td>
</tr>
<tr>
<td>Rita Olszak</td>
<td>Glastonbury Public Schools</td>
<td>Glastonbury CT</td>
</tr>
<tr>
<td>Joanne O’Toole</td>
<td>SUNY Oswego</td>
<td>Oswego NY</td>
</tr>
<tr>
<td>Lydia Perinchief</td>
<td>Dept. of Education</td>
<td>St. David’s Bermuda</td>
</tr>
<tr>
<td>Phyllis Pizzolato</td>
<td>FLENJ - Foreign Language Educators of NJ</td>
<td>Glen Ridge NJ</td>
</tr>
</tbody>
</table>
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: Rebecca Fox, who will continue as Vice Chair and become Chair in 2016; Jennifer Eddys and Dali Tan. 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 2018 is:

Stacy Blair
Sherri Harkins
José Ricardo-Osorio

2014 NORTHEAST CONFERENCE BOARD OF DIRECTORS ELECTION

Candidates

Stacy Blair

Autobiographical Sketch

After graduating from Loyola University Chicago with a degree in French Literature and Sociology, I worked as a counselor at a French Immersion Camp run by Concordia College. This experience deeply impacted the way I teach: my theatrical nature, my immersion practices, and my attempts to contextualize learning, allowing language to be acquired organically. I truly fell in love with teaching in this environment, where rustic adventures and early-evening improv theatre revealed strengths that I never knew I possessed.

The two following years, I taught English in France, which furthered my love for the profession. It also allowed me to gain a unique perspective on education and French culture. Later, I received a Masters from NYU and landed my dream job as a French teacher at Essex Street Academy, a progressive Title 1 high school located in the Lower East Side of Manhattan. Here, I have assumed many leadership roles: member of the annual Gala planning committee, our school’s Consortium Liaison, and a facilitator for small break-out groups during staff meetings. My passion for creating meaningful connections between my students and native French speakers led me to develop an exciting cultural exchange program with a high school in France.

Statement

As education continues to evolve in our country, so do the roles and responsibilities of the Northeast Conference. The organization performs many functions in order to provide the best possible professional development for its participants. First and foremost, the Northeast Conference facilitates collaboration amongst educators of many levels and professional discourse around critical topics of interest. The annual conference and online webinars support teachers of all grades and with diverse experience to improve their pedagogy, to advocate for endangered programs, and to engage in dialogue surrounding the state of foreign language education. Through these forums for professional development, we celebrate foreign language education; we share inspiring stories of amazing teachers and outstanding students. The Conference brings together many who share a common, yet very distinct experience. It cultivates a network of bright and curious professionals, allowing us to grow and work together towards a hopeful future. Finally, the Northeast Conference communicates changes in the field, providing great workshops that introduce new national standards and assessment methods.

If elected to the board, I look forward to collaborating with my fellow board members to ensure a sustainable future for the organiza-
tion. I believe the best way to do this is by bridging the gap between teacher needs and professional development opportunities. As a new teacher with three years of experience at an urban, public high school, I offer a unique perspective on education and foreign language pedagogy. I believe that my experience with standards- and performance-based assessment would be an asset to the organization.

I am dedicated to novel approaches to meeting the professional development needs of educators at all points of their career, despite financial constraints. I would work with the committee to create mentoring programs. I would also find ways to offer facilitative leadership training to empower colleagues to be teacher leaders in their professional communities. As a group, we would provide a platform for critical friends groups to meet online, and we would collect submissions for a monthly “Best Practices / Classroom Successes” newsletter or podcast. Benefiting from a strong partnership with New York University, I would also work closely with the Steinhardt School of Education to encourage teachers in training to take advantage of the organization’s many avenues of support. Finally, as a passionate Francophile, I would continue offering workshops related to the Francophone world and/or collaborate to create materials for teaching French.

Sherri Koontz Harkins
Autobiographical Sketch

With a BA in Communications, Public Relations, a MEd in School Leadership and having been a fashion boutique owner, Sherri Koontz Harkins came to teaching via a non-traditional path. Her teaching career began in September of 2001 and just two weeks in Ms. Harkins came to understand the importance of global citizenship as she tried to help her middle school students grasp the events of September 11th. Ms. Harkins has taught middle school Exploratory Foreign Language, 6th through 12th grade English, and French FLES, and levels I through AP. She is an experienced curriculum writer, including her district’s pilot elementary program grades 3-5, and served as a reviewer of the latest College Board AP French test. In 2011, Ms. Harkins represented her school as a district Teacher of the Year semi-finalist. That same year, she was honored as the Maryland Foreign Language Association and the NECTFL Teacher of the Year. Ms. Harkins has presented at the local, state, regional and national level on topics including L2 reading, cross-curricular connections, and advocacy. Most recently, she was the keynote speaker at the Foreign Language Association of North Carolina’s fall conference. Ms. Harkins resides in Fruitland, Maryland with her husband and two daughters.

Statement

I would not be the education professional I am if it weren’t for the Northeast Conference! My first experience with NECTFL was almost ten years ago. Despite the many attractions of Times Square, I was more fascinated by the idea that I could teach grammar while dancing. During my many conference sessions since, my classroom and my teaching style have become growing, dynamic entities that are student centered. More importantly, I am connected to an organization who seeks to better our profession as a whole, while giving our students invaluable experiences.

In my years attending, I have come to better understand the role of the Northeast Conference. NECTFL does provide an exceptional variety of timely, high quality professional development. However, when considering the overall state of education, and global politics and economics the role of NECTFL is so much more. NECTFL is now educating attendees on: how we can impact education on a political level, how we can train new (and veteran) teachers to address educational reform, how we can connect our students globally, and how we, as world language teachers can take the lead in our schools and districts to produce college and career-ready students.

My experiences during the teacher of the year process were enlightening and through them I saw that advocacy is a role that every one of us should embrace. By joining NECTFL in an official capacity, I hope to strengthen NECTFL’s advocacy by educating and enlisting our members as advocates. Using the ACTFL model, I would like to see NECTFL create a pool of teacher of the year finalists and winners who could serve as spokespersons for our profession and organization. By working with our state organizations to recognize exceptional individuals in our profession, we can continue to foster quality world language educators. Through this process, I feel we can strengthen our connections with our state organizations and, ultimately, grow membership at the state and regional levels.
NECTFL is more than just a conference. It is a valuable organization seeking to remain relevant in a new era. In response to this, NECTFL is working to reinvent itself. This process will require us to take on many new roles, including in public awareness. As we work to achieve this in theory and practice, I believe that my business and public relations background give me valuable perspectives and a skill set that will help to move us forward in this direction. Initiatives like the Wall of Honor and the silent auction are just the start of the changes we are making and will continue to make, not only to secure NECTFL’s financial position, but to continue to build the community of world language professionals who will take us into the future.

José Ricardo-Osorio

**Autobiographical Sketch**

Dr. José Ricardo-Osorio is an Associate Professor of Foreign Language Education and Spanish in the Department of Modern Languages at Shippensburg University of Pennsylvania. He has served as Chairperson of the department since 2011. At present, he is holding the interim position as Associate Dean of the College of Arts & Sciences. He earned an M.A in Spanish and an Ed.D in Higher Education and Foreign Language Teaching from the University of Arkansas Fayetteville.

Dr. Ricardo-Osorio is an accomplished teacher and scholar and has provided service and leadership for the profession in many ways. He has served on the MLA Delegates Assembly and is currently a PSMLA Board member and co-chair of its 2014 fall conference. In 2000, he joined ACTFL and has presented in various opportunities at the ACTFL Conference. In 2006, he joined the NECTFL Advisory Board and has participated as a session facilitator. He is a member of AATSP where he has also served as a conference presenter.

In addition to his service to the language teaching profession, Dr. Ricardo-Osorio is a Middle States accreditation reviewer. He has been invited to lead workshops on the assessment of institutional effectiveness as well as program and student learning outcomes assessment. He has also published articles on the assessment of learning outcomes.

**Statement**

In an era of technology-mediated communication, NECTFL has positioned itself as one of the leading professional organizations in the use of webinars for language teaching training. This move has definitely opened new horizons to the organization. In my opinion, this is the way to go and NECTFL must continue to reinvent itself and think outside the box to grab the attention of the new generation of language teachers. The role of NECTFL is to keep all its members abreast of top-of-the-line approaches and research on the teaching of foreign languages. Nevertheless, a new role must be defined (or a current one must be redefined). This new purpose must focus on attracting, mentoring, and preparing (not just training) pre-service language teachers. This population should also have an active voice in the leadership of the organization. The future of the profession lies in the hands of this generation and therefore, we have an obligation to tend to their professional needs in a more holistic way.

I am sure that NECTFL will grow stronger as the membership composed by teachers in training regard NECTFL as the organization where they can expand and complement their college training. NECTFL has members of vast skills and professional experience who may serve as mentors. Technology can facilitate this exchange and the best mentor-mentee partnerships can be recognized at the annual conference. I envision NECTFL creating online courses on best practices led by master teachers. Preparation of service teachers can take these courses as part of their college preparation. If a credit agreement is reached with local higher education institutions, the courses can be taken for credit and be transferable. In other words, the NECTFL of the 21st century must the training hub of the new generation. NECTFL can be a pioneer in launching new pedagogical programs and teaching approaches for the world to take advantage of. We have the human resource and the motivation to reach this goal.

If I am given the honor of joining the Board of Directors, I will use my expertise and background as a language teacher educator to aid NECTFL in pursuing this new role more purposefully. I also pledge to facilitate the attainment of the organization’s goals by participating actively in committee assignments and providing ideas on how to enhance the organization’s profile. I am also interested in helping NECTFL carry out an assessment of organizational effectiveness. The results of this wide assessment can be used to identify strengths and weaknesses and to redefine performance outcomes or introduce new ones.
# 2014 Local Committee

Local Committee Chairs Donna Clark and Stephen Kiley and their colleagues cordially invite you to visit their Hospitality Desk on the 3rd floor in the Exhibit Areas.

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

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 2014 Committee:

<table>
<thead>
<tr>
<th>Cherie Baggs</th>
<th>Deborah Espitia</th>
<th>Catherine Ritz</th>
</tr>
</thead>
<tbody>
<tr>
<td>MaFLA - Past President</td>
<td>MFLA/Howard County Schools</td>
<td>MaFLA/Arlington Public Schools</td>
</tr>
<tr>
<td>Oxford MA</td>
<td>Clarksville MD</td>
<td>Arlington MA</td>
</tr>
<tr>
<td>Joyce Beckwith</td>
<td>Madelyn Gonnerman Torchin</td>
<td>Jane Rizzitano</td>
</tr>
<tr>
<td>MaFLA/Wilmington HS (Ret)</td>
<td>MaFLA/Classical Association of New England</td>
<td>MaFLA/Brockton Public School</td>
</tr>
<tr>
<td>Wilmington MA</td>
<td>Newton MA</td>
<td>Brockton MA</td>
</tr>
<tr>
<td>Maryann Brady</td>
<td>Tiesa Graf</td>
<td>Nicole Sherf</td>
</tr>
<tr>
<td>MaFLA/Tyngsborough High School</td>
<td>MaFLA/South Hadley HS South Hadley MA</td>
<td>MFLA/Salem State University</td>
</tr>
<tr>
<td>Tyngsborough MA</td>
<td>Leslie Grahn</td>
<td>Salem MA</td>
</tr>
<tr>
<td>Carole Champagne</td>
<td>MFLA/Howard County Public Schools</td>
<td>Jason Slanga</td>
</tr>
<tr>
<td>MFLA/Salisbury University/UMES</td>
<td>Ellicott City MD</td>
<td>MFLA/Dulaney HS</td>
</tr>
<tr>
<td>Salisbury MD</td>
<td>Sherri Harkins</td>
<td>Timonium MD</td>
</tr>
<tr>
<td>Rhonda Churchill</td>
<td>MFLA/Parkside HS/</td>
<td>Sarah Steverman</td>
</tr>
<tr>
<td>MFLA/Pittsville Elem and</td>
<td>Wicomico Cty PS</td>
<td>RIFLA/Westerly Public Schools</td>
</tr>
<tr>
<td>Middle School</td>
<td>Salisbury MD</td>
<td>Westerly RI</td>
</tr>
<tr>
<td>Pittsville MD</td>
<td>Stephen Kiley</td>
<td>Susan Terranova</td>
</tr>
<tr>
<td>Donna Clark</td>
<td>CO-CHAIR/MaFLA/Quincy College</td>
<td>MFLA/Mount Saint Joseph HS</td>
</tr>
<tr>
<td>CO-CHAIR/GWATFL/Northern</td>
<td>Plymouth MA</td>
<td>Baltimore MD</td>
</tr>
<tr>
<td>Virginia Community College</td>
<td>Caroline Mark</td>
<td>Ronie Webster</td>
</tr>
<tr>
<td>Woodbridge VA</td>
<td>MFLA/Parkside High School</td>
<td>MFLA/Monson High School</td>
</tr>
<tr>
<td>Margarita Dempsey</td>
<td>Salisbury MD</td>
<td>Monson MA</td>
</tr>
<tr>
<td>RIFLA/Smithfield High School</td>
<td>Gabriela McNamara</td>
<td></td>
</tr>
<tr>
<td>Smithfield RI</td>
<td>RIFLA/Narragansett High School</td>
<td></td>
</tr>
<tr>
<td>Leo Decoares</td>
<td>Narragansett RI</td>
<td></td>
</tr>
<tr>
<td>GWATFL</td>
<td>Jane Ness</td>
<td></td>
</tr>
<tr>
<td>Washington DC</td>
<td>GWATFL/Prince George's County</td>
<td></td>
</tr>
<tr>
<td>Pat DiPillo</td>
<td>Public Schools</td>
<td></td>
</tr>
<tr>
<td>MaFLA/Falmouth High School</td>
<td>Greenbelt MD</td>
<td></td>
</tr>
<tr>
<td>Falmouth MA</td>
<td>Deb Orth</td>
<td></td>
</tr>
<tr>
<td>Christine Dombrowski</td>
<td>Coney HS</td>
<td></td>
</tr>
<tr>
<td>CT COLT/Southern CT State University</td>
<td>Augusta ME</td>
<td></td>
</tr>
<tr>
<td>New Haven CT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td>Institution</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>1954</td>
<td>Hunter Kellenberger</td>
<td>Brown University</td>
</tr>
<tr>
<td>1955</td>
<td>Germaine Brée</td>
<td>New York University</td>
</tr>
<tr>
<td>1956</td>
<td>Dorothy B. Crawford</td>
<td>Philadelphia High School for Girls</td>
</tr>
<tr>
<td>1957</td>
<td>William N. Locke</td>
<td>Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>1958</td>
<td>George N. Shuster</td>
<td>Hunter College</td>
</tr>
<tr>
<td>1959</td>
<td>Léon E. Dostert</td>
<td>Georgetown University</td>
</tr>
<tr>
<td>1960</td>
<td>Remigio U. Pane</td>
<td>Rutgers University</td>
</tr>
<tr>
<td>1961</td>
<td>Carl F. Bayer Schmidt</td>
<td>Columbia University</td>
</tr>
<tr>
<td>1962</td>
<td>Edward J. Geary</td>
<td>Harvard University</td>
</tr>
<tr>
<td>1963</td>
<td>Harry L. Levy</td>
<td>Hunter College</td>
</tr>
<tr>
<td>1964</td>
<td>Alfred S. Hayes</td>
<td>Center for Applied Linguistics</td>
</tr>
<tr>
<td>1965</td>
<td>Wilmarth H. Starr</td>
<td>New York University</td>
</tr>
<tr>
<td>1966</td>
<td>Jean Perkins</td>
<td>Swarthmore College</td>
</tr>
<tr>
<td>1967</td>
<td>G. Reginald Bishop, Jr.</td>
<td>Rutgers University</td>
</tr>
<tr>
<td>1969</td>
<td>F. André Paquette</td>
<td>American Council on the Teaching of Foreign Languages</td>
</tr>
<tr>
<td>1970</td>
<td>Remunda Cadoux</td>
<td>Hunter College</td>
</tr>
<tr>
<td>1971</td>
<td>Hilary Hayden, OSB</td>
<td>St. Anselm’s Abbey School</td>
</tr>
<tr>
<td>1972</td>
<td>Mills F. Edgerton, Jr.</td>
<td>Bucknell University</td>
</tr>
<tr>
<td>1973</td>
<td>Joan L. Feindler</td>
<td>East Williston (NY) Public Schools</td>
</tr>
<tr>
<td>1974</td>
<td>Joseph A. Tursi</td>
<td>SUNY at Stony Brook</td>
</tr>
<tr>
<td>1975</td>
<td>Jerome G. Mirsky</td>
<td>Jericho (NY) Public Schools</td>
</tr>
<tr>
<td>1976</td>
<td>Philip E. Arsenault</td>
<td>Montgomery County (MD) Public Schools</td>
</tr>
<tr>
<td>1977</td>
<td>Jane MacFarland</td>
<td>Stratford (CT) Public Schools</td>
</tr>
<tr>
<td>1978</td>
<td>Thomas H. Geno</td>
<td>University of Vermont</td>
</tr>
<tr>
<td>1979</td>
<td>Paul D. Cincinnati</td>
<td>Farmingdale (NY) Public Schools</td>
</tr>
<tr>
<td>1980</td>
<td>John L.D. Clark</td>
<td>Educational Testing Service</td>
</tr>
<tr>
<td>1981</td>
<td>Helene Zimmer-Louw</td>
<td>New York State Department of Education</td>
</tr>
<tr>
<td>1982</td>
<td>Toby Tamarkin</td>
<td>Manchester (CT) Community College</td>
</tr>
<tr>
<td>1983</td>
<td>John M. Darcey</td>
<td>West Hartford (CT) Public Schools</td>
</tr>
<tr>
<td>1984</td>
<td>June K. Phillips</td>
<td>Indiana University of Pennsylvania</td>
</tr>
<tr>
<td>1985</td>
<td>Stephen L. Levy</td>
<td>Roslyn (NY) Public Schools</td>
</tr>
<tr>
<td>1986</td>
<td>Helen S. Lepke</td>
<td>Clarion University of Pennsylvania</td>
</tr>
<tr>
<td>1987</td>
<td>Christine L. Brown</td>
<td>Glastonbury (CT) Public Schools</td>
</tr>
<tr>
<td>1988</td>
<td>Richard C. Williamson</td>
<td>Bates College</td>
</tr>
<tr>
<td>1989</td>
<td>John P. Nionakis</td>
<td>Hingham (MA) Public Schools</td>
</tr>
<tr>
<td>1990</td>
<td>Heidi Byrnes</td>
<td>Georgetown University</td>
</tr>
<tr>
<td>1991</td>
<td>Judith E. Liskin-Gasparro</td>
<td>Middlebury College</td>
</tr>
<tr>
<td>1992</td>
<td>Joy Renjilian-Burgy</td>
<td>Wellesley College</td>
</tr>
<tr>
<td>1993</td>
<td>José M. Díaz</td>
<td>Hunter College High School</td>
</tr>
<tr>
<td>1994</td>
<td>Sylvia Brooks-Brown</td>
<td>Baltimore County (MD) Public Schools</td>
</tr>
<tr>
<td>1995</td>
<td>Rebecca R. Kline</td>
<td>Penn State University</td>
</tr>
<tr>
<td>1996</td>
<td>Julia T. Bressler</td>
<td>Nashua (NH) Public Schools</td>
</tr>
<tr>
<td>1997</td>
<td>Eileen W. Glisan</td>
<td>Indiana University of Pennsylvania</td>
</tr>
<tr>
<td>1998</td>
<td>Richard Donato</td>
<td>University of Pittsburgh</td>
</tr>
<tr>
<td>1999</td>
<td>Martha G. Abbott</td>
<td>Fairfax County (VA) Public Schools</td>
</tr>
<tr>
<td>2000</td>
<td>Frank W. Medley, Jr.</td>
<td>West Virginia University</td>
</tr>
<tr>
<td>2001</td>
<td>Margaret Ann Kassen</td>
<td>Catholic University of America</td>
</tr>
<tr>
<td>2002</td>
<td>Donald Reutershan</td>
<td>Maine Department of Education</td>
</tr>
<tr>
<td>2003</td>
<td>John Webb</td>
<td>Princeton University</td>
</tr>
<tr>
<td>2004</td>
<td>Frank Mulhern</td>
<td>Pennsylvania State Modern Language Association</td>
</tr>
<tr>
<td>2005</td>
<td>Mikle D. Ledgerwood</td>
<td>SUNY Stony Brook</td>
</tr>
<tr>
<td>2006</td>
<td>Nancy Gadbois</td>
<td>Springfield MA Public Schools</td>
</tr>
<tr>
<td>2007</td>
<td>Marjorie Hall Haley</td>
<td>George Mason University</td>
</tr>
<tr>
<td>2008</td>
<td>Sharon Wilkinson</td>
<td>Simpson College</td>
</tr>
<tr>
<td>2009</td>
<td>Laura Franklin</td>
<td>Northern Virginia Community College</td>
</tr>
<tr>
<td>2010</td>
<td>Jaya Vijayasekar</td>
<td>Vernon (CT) Public Schools</td>
</tr>
<tr>
<td>2011</td>
<td>Charlotte Gifford</td>
<td>Greenfield (MA) Community College</td>
</tr>
<tr>
<td>2012</td>
<td>Jennifer L. Steele</td>
<td>Manheim Twp. (PA) Middle School</td>
</tr>
<tr>
<td>2013</td>
<td>Arlene E. White</td>
<td>Salisbury University</td>
</tr>
<tr>
<td>2014</td>
<td>Janel Lafond-Paquin</td>
<td>Rogers High School Newport RI</td>
</tr>
</tbody>
</table>

**CHECK OUT THE NORTHEAST CONFERENCE WEB SITE AT:**
WWW.NECTFL.ORG

LOTS OF LINKS, INFORMATION, AND MORE!

**BOOKMARK US AND VISIT THE SITE OFTEN!**

---

Northeast Conference Program 2014 61
ACTFL’S MORE THAN 12,000 MEMBERS SHARE ONE COMMON GOAL—
To inspire, educate and prepare today’s students for tomorrow’s world

I belong

“I belong to ACTFL because it’s a community of passionate language educators. ACTFL provides me with training and incredible resources that inspire and inform, helping me to improve my craft and impact language learners.”

LINDA EGNATZ
2014 ACTFL TEACHER OF THE YEAR

MAKE A SMART INVESTMENT IN YOUR CAREER…JOIN ACTFL!
Start enjoying the many benefits of ACTFL membership today.

- Connect with an expansive network of language educators at all levels
- Advance your career and be more productive in your current position
- Make a vital contribution to the future of language education

Belong to the experience! For more information, visit us online at www.actfl.org.
### PAST NECTFL AWARD WINNERS

**THE NORTHEAST CONFERENCE BROOKS AWARD FOR OUTSTANDING LEADERSHIP IN THE PROFESSION**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1968</td>
<td>Stephen A. Freeman</td>
</tr>
<tr>
<td></td>
<td>Middlebury College</td>
</tr>
<tr>
<td>1969</td>
<td>Nelson H. Brooks</td>
</tr>
<tr>
<td></td>
<td>Yale University</td>
</tr>
<tr>
<td>1970</td>
<td>Harry L. Levy</td>
</tr>
<tr>
<td></td>
<td>Fordham University</td>
</tr>
<tr>
<td>1971</td>
<td>Robert G. Mead</td>
</tr>
<tr>
<td></td>
<td>University of Connecticut</td>
</tr>
<tr>
<td>1972</td>
<td>Freeman Twadell</td>
</tr>
<tr>
<td></td>
<td>Brown University</td>
</tr>
<tr>
<td>1973</td>
<td>Emma Birkmaier</td>
</tr>
<tr>
<td></td>
<td>University of Minnesota</td>
</tr>
<tr>
<td>1974</td>
<td>Donald D. Walsh</td>
</tr>
<tr>
<td></td>
<td>Northeast Conference</td>
</tr>
<tr>
<td>1975</td>
<td>Theodore Andersson</td>
</tr>
<tr>
<td></td>
<td>University of Texas</td>
</tr>
<tr>
<td>1976</td>
<td>Wilmart H. Starr</td>
</tr>
<tr>
<td></td>
<td>New York University</td>
</tr>
<tr>
<td>1977</td>
<td>Kenneth W. Mildenberger</td>
</tr>
<tr>
<td></td>
<td>Modern Language Association</td>
</tr>
<tr>
<td>1978</td>
<td>Howard Lee Nostrand</td>
</tr>
<tr>
<td></td>
<td>University of Washington</td>
</tr>
<tr>
<td>1979</td>
<td>Dwight Bolinger</td>
</tr>
<tr>
<td></td>
<td>Harvard University</td>
</tr>
<tr>
<td>1980</td>
<td>Richard I. Brod</td>
</tr>
<tr>
<td></td>
<td>Modern Language Association</td>
</tr>
<tr>
<td>1981</td>
<td>Laurence Wylye</td>
</tr>
<tr>
<td></td>
<td>Harvard University</td>
</tr>
<tr>
<td>1982</td>
<td>Lorraine A. Strasheim</td>
</tr>
<tr>
<td></td>
<td>Indiana University</td>
</tr>
<tr>
<td>1983</td>
<td>James R. Frith</td>
</tr>
<tr>
<td></td>
<td>Foreign Service Institute</td>
</tr>
<tr>
<td>1984</td>
<td>Wilga M. Rivers</td>
</tr>
<tr>
<td></td>
<td>Harvard University</td>
</tr>
<tr>
<td>1985</td>
<td>James E. Alatis</td>
</tr>
<tr>
<td></td>
<td>Georgetown University</td>
</tr>
<tr>
<td>1986</td>
<td>Robert Lado</td>
</tr>
<tr>
<td></td>
<td>Georgetown University</td>
</tr>
<tr>
<td>1987</td>
<td>Mary F. Thompson</td>
</tr>
<tr>
<td></td>
<td>Glastonbury (CT) Public Schools</td>
</tr>
<tr>
<td>1988</td>
<td>Leo Benardo</td>
</tr>
<tr>
<td></td>
<td>New York City Public Schools</td>
</tr>
<tr>
<td>1989</td>
<td>Dora Kennedy</td>
</tr>
<tr>
<td></td>
<td>Prince George’s County (MD) Public Schools</td>
</tr>
<tr>
<td>1990</td>
<td>Ann Beusch</td>
</tr>
<tr>
<td></td>
<td>Maryland State Department of Education</td>
</tr>
<tr>
<td>1991</td>
<td>Helen Warriner-Burke</td>
</tr>
<tr>
<td></td>
<td>Virginia State Department of Education</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1968</td>
<td>Sidney R. Smith</td>
</tr>
<tr>
<td></td>
<td>University of North Carolina</td>
</tr>
<tr>
<td>1969</td>
<td>Frank Otto</td>
</tr>
<tr>
<td></td>
<td>Ohio State University</td>
</tr>
<tr>
<td>1970</td>
<td>Michael Agastean</td>
</tr>
<tr>
<td></td>
<td>Wheatley School</td>
</tr>
<tr>
<td>1971</td>
<td>H. Ned Seelye</td>
</tr>
<tr>
<td></td>
<td>J. Lawrence Day</td>
</tr>
<tr>
<td>1972</td>
<td>Robert J. Elkins, Theodore B. Kalivoda, Genelle Morain</td>
</tr>
<tr>
<td></td>
<td>University of Georgia</td>
</tr>
<tr>
<td>1975</td>
<td>Thomas P. Carter</td>
</tr>
<tr>
<td></td>
<td>Dalhousie University</td>
</tr>
<tr>
<td>1977</td>
<td>Christina Bratt Paulston and Howard R. Selekm</td>
</tr>
<tr>
<td>1978</td>
<td>I.S.P. Nation</td>
</tr>
<tr>
<td></td>
<td>Victoria University</td>
</tr>
<tr>
<td>1979</td>
<td>Diane W. Birkchikler</td>
</tr>
<tr>
<td></td>
<td>Ohio State University, Alice C. Omaggio</td>
</tr>
<tr>
<td></td>
<td>ERIC Clearinghouse on Languages &amp; Linguistics</td>
</tr>
<tr>
<td>1981</td>
<td>Claire Kramsch</td>
</tr>
<tr>
<td></td>
<td>Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>1982</td>
<td>James M. Hendrickson</td>
</tr>
<tr>
<td></td>
<td>Lansing Community College</td>
</tr>
<tr>
<td>1983</td>
<td>Heidi Byrnes, Stefan Fink, Aurelia Roman</td>
</tr>
<tr>
<td></td>
<td>Georgetown University</td>
</tr>
<tr>
<td>1984</td>
<td>Renate A. Schulz</td>
</tr>
<tr>
<td></td>
<td>University of Arizona</td>
</tr>
<tr>
<td>1985</td>
<td>Walter Blue, Donald Rice, Tamara Root</td>
</tr>
<tr>
<td></td>
<td>Hamline University</td>
</tr>
<tr>
<td>1986</td>
<td>Charlotte Cole</td>
</tr>
<tr>
<td></td>
<td>Floy Miller, Walpole (MA) High School</td>
</tr>
<tr>
<td>1989</td>
<td>Jay Siskin</td>
</tr>
<tr>
<td></td>
<td>Northwestern University, Emily Spinelli</td>
</tr>
<tr>
<td></td>
<td>University of Michigan at Dearborn</td>
</tr>
<tr>
<td>1990</td>
<td>Robert Terry</td>
</tr>
<tr>
<td></td>
<td>University of Richmond</td>
</tr>
<tr>
<td>1991</td>
<td>Marva Barnett</td>
</tr>
<tr>
<td></td>
<td>University of Virginia</td>
</tr>
<tr>
<td>1998</td>
<td>Elizabeth Knutson</td>
</tr>
<tr>
<td></td>
<td>U.S. Naval Academy</td>
</tr>
<tr>
<td>1999</td>
<td>Olenka Bilash</td>
</tr>
<tr>
<td></td>
<td>University of Alberta</td>
</tr>
<tr>
<td>2001</td>
<td>Anita Vogely</td>
</tr>
<tr>
<td></td>
<td>SUNY Binghamton</td>
</tr>
<tr>
<td>2002</td>
<td>Linda Quinn Allen</td>
</tr>
<tr>
<td></td>
<td>Iowa State University</td>
</tr>
<tr>
<td>2003</td>
<td>Terry A. Osborn</td>
</tr>
<tr>
<td></td>
<td>University of Connecticut</td>
</tr>
</tbody>
</table>

**THE NECTFL AWARD FOR OUTSTANDING ACHIEVEMENT IN LANGUAGE EDUCATION**

2002 Linda Quinn Allen

2004 Martha G. Abbott
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

1979 President Jimmy Carter

1980 Fred M. Hechinger
The New York Times Foundation

1983 Hon. Leon E. Panetta
Congressional Representative from California

1985 Sylvia Porter
nationally syndicated columnist

1986 Hon. Christopher J. Dodd
Senator from Connecticut

1987 Hon. William Fulbright
former Senator from Arkansas

1988 Hon. Claiborne Pell
Senator from Rhode Island

1989 The Southern Governors Conference

1990 Leonard A. Lauder
President and CEO, Estée Lauder, Inc.

1991 Scott McVay
Executive Director, Geraldine R. Dodge Foundation

1992 Hon. Lois G. Pines
State Senator for Middlesex and Norfolk District, Massachusetts

1993 James Herbert
National Endowment for the Humanities

1994 James Crawford
author and editor

1995 Hon. Madeleine May Kunin
former Governor of Vermont, Deputy Secretary of Education

1996 Hon. David L. Boren
former Senator from Oklahoma; President, University of Oklahoma

1997 Robert Orrill, The College Board

1998 Ken O’Keefe, Allegheny College

1999 Sesame Street, Children’s Television Workshop

2000 Hon. Richard Riley
former Governor of South Carolina, Secretary of Education, U.S. Department of Education

2001 L. Jay Oliva
President, New York University

2002 Barbara Turlington
American Council on Education

2003 Ann M. Copland
Senior Executive and Legislative Assistant, Senator Thad Cochran (R-MS)

2004 Brenda L. Welburn
National Association of State Boards of Education

2005 Hon. Rush Holt
Congressional Representative from New Jersey

2006 Taj Mahal and Carole Fredericks
(posthumous award)
Music Legends and Cultural Ambassadors

2007 Hon. Paul S. Sarbanes
former Senator from Maryland

2009 Luma Mufleh
Fugees Family

2010 J.W. Marriott, Jr.
Marriott International

2012 J. David Edwards
JNCL/NCLIS

2013 Hon. Jack Markell
Governor of Delaware

2014 Clay Pell
Deputy Assistant Secretary of Education, U.S. Department of Education

Call for Proposals!

Submit your proposal on-line at www.mafila.org
Deadline: April 15, 2014

Save the Dates!

The 47th Annual MaFLA Fall Conference
October 23-25, 2014 • Sturbridge, MA

Multilingualism
the foundation of global leadership

Questions or comments?
Contact the Conference Chair, Catherine Ritz, at conference@mafla.org
Dear Colleagues and friends,

My name is Cheryl Berman and I am a K-6 teacher of Spanish, French, and Hebrew in the New Hampshire seacoast area. The Newington Public School is my home base, and we are thrilled to be on the NECTFL map. Serving as your Chair for the 2014-2015 academic year is an honor and a privilege that I take very seriously.

For over 60 years, NECTFL has provided you with the best of professional development and networking opportunities. It is our full intention to continue to serve our educators in this capacity and beyond. You are of great value to us as attendees, exhibitors, presenters, colleagues and, above all, dedicated educators in all fields of World Language in and outside of the classrooms. We hope that we always tailor our conferences to meet your needs, but we also know teachers' needs are changing.

We are now living in more difficult and challenging times, yet the need for world language programs is greater than ever before. We at NECTFL realize that it is time to go in a different direction with regard to the delivery method of our professional development offerings. Constituent needs must be our priority and we are listening to all of you. It is our responsibility to serve the needs of all our constituents in the best way possible and to provide professional development to those who may not have access or may prefer it to be delivered differently. As we focus our planning for 2015, we have chosen the theme “Differentiating in a Multi Media World.” This theme will allow our dedicated Board of Directors to explore and expand the current NECTFL delivery system to something broader and more inclusive so we reach all our constituents, near and far, but especially in the 14 northeast states of NECTFL.

Your input will be invaluable as we move forward to re-design NECTFL’s manner of providing professional development, and we enthusiastically embrace this wonderful opportunity! Please keep in mind that you are all part of the NECTFL community and that NECTFL looks forward to hearing from all of our members including new teachers, methods instructors, teacher interns, state leaders, former award winners, webinar presenters, former Board members, Advisory Council members and more as we prepare for 2015 and beyond. Please continue to check our website www.nectfl.org for the latest information.

From the seacoast of New Hampshire, I welcome your input, and I look forward to working with and hearing from all of you.

Sincerely,
Cheryl P. Berman
2014 NECTFL Chair
HOW TO HONOR COLLEGE AND K-12 LANGUAGE STUDENTS

Board of Directors Award Certificate for Excellence

2014 NOMINATION FORM

I nominate the graduating student, named below, who I certify meets the criteria set forth, to receive the AWARD FOR EXCELLENCE IN LANGUAGE STUDY of the Board of Directors of the Northeast Conference on the Teaching of Foreign Languages.

Typed Name __________________________ Signature __________________________

Position __________________________ Date __________________________

Mail award to: __________________________ __________________________

PLEASE TYPE OR PRINT

Name of Student Nominated __________________________

Language Studied __________________________ Level or Course Number __________________________

Name of School ______________________________________________________________________________

School Address ______________________________________________________________________________

City __________________________ State __________________________ Zip __________________________

Telephone __________________________ Fax __________________________

Date of Award: Month/Day/Year __________________________

Brief description of nominee’s qualifications: ______________________________________________________

Nominee was selected by the following procedure(s)

☐ Faculty committee ☐ Recommendation by teacher

☐ Student competition ☐ Choice of principal

☐ Recommendation by guidance counselor ☐ Choice of Language Department head

☐ Other (please describe) __________________________________________________________

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

If your institution is not a member of the Conference, please enclose a check for $15 for each award requested. If your institution is an Advisory Council Member, this service is free of charge.

Schools which are Advisory Council Members of the Northeast Conference may submit nominations free of charge. Other institutions must enclose $15 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.

Many schools offer achievement awards to their outstanding students. The Board of Directors of the Conference believes that more language students should be among those recognized; accordingly, it offers the Award For Excellence in Language Study, to be awarded nationally.

Mail this form to: Excellence Awards, Northeast Conference at Dickinson College, P.O. Box 1773*, Carlisle, PA 17013-2896.

* (non U.S.P.S. Mailings: 28 N College St.)

This form must be mailed at least four weeks before award date. (Forms requesting awards sooner than 4 weeks in advance cannot be guaranteed timely delivery.)
## INDEX OF PRESENTERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Session/Workshop/Lab Number</th>
<th>Name</th>
<th>Session/Workshop/Lab Number</th>
<th>Name</th>
<th>Session/Workshop/Lab Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>W = Workshop</td>
<td></td>
<td>Brightbill, David</td>
<td>117</td>
<td>Duperron, Lucile</td>
<td>W15, 73</td>
</tr>
<tr>
<td>TL = Teaching Lab</td>
<td></td>
<td>Bruner, Lee</td>
<td>160</td>
<td>Eddy, Jennifer</td>
<td>W6</td>
</tr>
<tr>
<td>E = Exhibitor Session</td>
<td></td>
<td>Buchbaum, Sara</td>
<td>158</td>
<td>Egnatz, Linda</td>
<td>109</td>
</tr>
<tr>
<td>B = Best of State Session</td>
<td></td>
<td>Carlino, John</td>
<td>69</td>
<td>El Nady, Rabab</td>
<td>37</td>
</tr>
<tr>
<td>Number alone = Regular Session</td>
<td></td>
<td>Carlon, Jacqueline</td>
<td>W9</td>
<td>Epstein, Susana</td>
<td>122</td>
</tr>
<tr>
<td>Abbott, Marty</td>
<td>125</td>
<td>Carr, Shannon</td>
<td>TL28</td>
<td>Ernst, Laura</td>
<td>153</td>
</tr>
<tr>
<td>Abrate, Jayne</td>
<td>146</td>
<td>Chalupa, Cynthia</td>
<td>E68</td>
<td>Esa, Mohamed</td>
<td>102, 179</td>
</tr>
<tr>
<td>Abu Shakra, Amani</td>
<td>168</td>
<td>Chang, Cecilia</td>
<td>78</td>
<td>Eschenburg, Ashley</td>
<td>B89</td>
</tr>
<tr>
<td>Adamson, Karen</td>
<td>B139</td>
<td>Cheatham, Rosalie</td>
<td>45</td>
<td>Espitia, Deborah</td>
<td>W14</td>
</tr>
<tr>
<td>Adorno, Alessandro</td>
<td>E131</td>
<td>Chouairi, Rajaa</td>
<td>155</td>
<td>Faiza, Miled</td>
<td>121</td>
</tr>
<tr>
<td>Aguilar-Francis, Sarah</td>
<td>111</td>
<td>Clausen, William</td>
<td>36</td>
<td>Ferrell, Nathan</td>
<td>56</td>
</tr>
<tr>
<td>Alvarez, Joanne</td>
<td>B182</td>
<td>Conner, John</td>
<td>E66, E83</td>
<td>Festa, Emeline</td>
<td>B182</td>
</tr>
<tr>
<td>Amores, Maria</td>
<td>164</td>
<td>Conner, Tom</td>
<td>94</td>
<td>Foulau, Ian</td>
<td>191</td>
</tr>
<tr>
<td>Anderson, William</td>
<td>69</td>
<td>Connors, Rachel</td>
<td>E133</td>
<td>Forsyth, Holly</td>
<td>TL19</td>
</tr>
<tr>
<td>Anton, Leslie</td>
<td>E118</td>
<td>Copeland, Jean</td>
<td>93</td>
<td>Fox, Rebecca</td>
<td>W13</td>
</tr>
<tr>
<td>Bachler, Aline</td>
<td>114</td>
<td>Cothrun, Keith</td>
<td>119</td>
<td>Fucile, Fabrizio</td>
<td>E135</td>
</tr>
<tr>
<td>Baraldi, Michela</td>
<td>165</td>
<td>Crinnion, Chela</td>
<td>TL17</td>
<td>Gagnon, Mark</td>
<td>191</td>
</tr>
<tr>
<td>Battisti, Daniel</td>
<td>E149</td>
<td>Crouse, Douglass</td>
<td>108</td>
<td>Galloway, Vicki</td>
<td>141</td>
</tr>
<tr>
<td>Beckwith, Joyce</td>
<td>174</td>
<td>Csatari, Judith</td>
<td>TL28</td>
<td>Garatti, Marinella</td>
<td>148</td>
</tr>
<tr>
<td>Bekkai, Kheireddine Djamel</td>
<td>168</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bennett, Alex</td>
<td>153</td>
<td>Dadon, Yoninah</td>
<td>E151</td>
<td>Garcia, Merce</td>
<td>W3</td>
</tr>
<tr>
<td>Bercoco, Steven</td>
<td>71</td>
<td>Davis, Martha</td>
<td>97</td>
<td>Gatski, Barbara</td>
<td>E82</td>
</tr>
<tr>
<td>Beretta, Sonia</td>
<td>E115</td>
<td>de Groot, Wijnie</td>
<td>86</td>
<td>Gaugler, Kevin</td>
<td>75</td>
</tr>
<tr>
<td>Berman, Cheryl</td>
<td>TL16</td>
<td>De Mado, John</td>
<td>113</td>
<td>Germain-Rutherford, Aline</td>
<td>E133</td>
</tr>
<tr>
<td>Berman, Flor</td>
<td>107</td>
<td>Dean, Carol</td>
<td>57</td>
<td>Gimeno Ugalde, Esther</td>
<td>W7</td>
</tr>
<tr>
<td>Bianconi, Celia</td>
<td>35</td>
<td>Dempsey, Margarita Boyatzi</td>
<td>43</td>
<td>Ginck, Amy</td>
<td>126</td>
</tr>
<tr>
<td>Binaghi, Giulio</td>
<td>B182</td>
<td>Devitt, McKew</td>
<td>80</td>
<td>Glisan, Eileen</td>
<td>58</td>
</tr>
<tr>
<td>Bone, Bob</td>
<td>E132</td>
<td>Dion, Mary Christine</td>
<td>B182</td>
<td>Goodman, Elliott</td>
<td>154</td>
</tr>
<tr>
<td>Bong, David</td>
<td>E152</td>
<td>DiPillo, Pat</td>
<td>TL18</td>
<td>Grahn, Leslie</td>
<td>W14</td>
</tr>
<tr>
<td>Borgerding, Jennifer</td>
<td>60</td>
<td>Dixon, Luke</td>
<td>122</td>
<td>Gram, Catherine</td>
<td>B72</td>
</tr>
<tr>
<td>Boswell, Sue</td>
<td>E118</td>
<td>Dominique, Nilma</td>
<td>35</td>
<td>Greer, Valerie</td>
<td>W8</td>
</tr>
<tr>
<td>Boudreau, Caroline</td>
<td>E98</td>
<td>Donovan, Michael</td>
<td>E101</td>
<td>Griffin, Susan</td>
<td>79</td>
</tr>
<tr>
<td>Boutiot, Magali</td>
<td>E49</td>
<td>Dowd, Janice</td>
<td>92, 158, 175</td>
<td>Grosesclose, Shirlene</td>
<td>B171</td>
</tr>
<tr>
<td>Braunscheidel, Sarah</td>
<td>B159</td>
<td>Dugas, Larissa</td>
<td>144</td>
<td>Guidali, Gabriella</td>
<td>E115</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dunkin, Crystal</td>
<td>156</td>
<td>Gunder, Angela</td>
<td>TL20</td>
</tr>
</tbody>
</table>
# Index of Presenters

<table>
<thead>
<tr>
<th>Name</th>
<th>Session/Workshop/</th>
<th>Lab Number</th>
<th>Name</th>
<th>Session/Workshop/</th>
<th>Lab Number</th>
<th>Name</th>
<th>Session/Workshop/</th>
<th>Lab Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gunduz, Haci</td>
<td></td>
<td></td>
<td>Lozano, Patti</td>
<td>E150</td>
<td></td>
<td>Pflanze, Katrine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gursahaney, Elise</td>
<td>105</td>
<td></td>
<td>Lutz, Nathan</td>
<td>W11</td>
<td></td>
<td>Phillips, June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harger, Gary</td>
<td>53</td>
<td></td>
<td>Madel, Rich</td>
<td>B55</td>
<td></td>
<td>Pilla, Dana</td>
<td>W10</td>
<td></td>
</tr>
<tr>
<td>Hart, Mary Elizabeth</td>
<td>W6, 92, 188</td>
<td></td>
<td>Malone, Gabe</td>
<td>36</td>
<td></td>
<td>Pintado-Casas, Pablo</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>(Betsy)</td>
<td></td>
<td></td>
<td>Mana, Mouna</td>
<td>44, 90, 188</td>
<td></td>
<td>Pontarelli, Kristin</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Hayward, Sandy</td>
<td>E47</td>
<td></td>
<td>Mark, Caroline</td>
<td>TL27</td>
<td></td>
<td>Price, Heather</td>
<td>178</td>
<td></td>
</tr>
<tr>
<td>Heller, Bill</td>
<td>W5</td>
<td></td>
<td>Martin, Corey</td>
<td>70</td>
<td></td>
<td>Protsi, Federica</td>
<td>E115</td>
<td></td>
</tr>
<tr>
<td>Hoecherl-Alden, Gisela</td>
<td>79</td>
<td></td>
<td>May, Brigitte</td>
<td>166</td>
<td></td>
<td>Quinlan, Cheri</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>Hoffman, Kristin</td>
<td>E117</td>
<td></td>
<td>Mazzetta, Fabrizio</td>
<td>E49</td>
<td></td>
<td>Ramadan, Abdulkareem</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>Holec, Benjamin</td>
<td>B167</td>
<td></td>
<td>McIsaac, Lee</td>
<td>E133</td>
<td></td>
<td>Said-Mohand, Aixa</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Howell, Thomas</td>
<td>137</td>
<td></td>
<td>McMahon, Colleen</td>
<td>E149</td>
<td></td>
<td>Sanchez, Margarita</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Hoyng, Peter</td>
<td>96</td>
<td></td>
<td>McManara, Gabriela</td>
<td>B124</td>
<td></td>
<td>Remeau, Nicole</td>
<td>W6</td>
<td></td>
</tr>
<tr>
<td>Huang, Hui Chih (Hilda)</td>
<td>62</td>
<td></td>
<td>Michelis, Mardi</td>
<td>41</td>
<td></td>
<td>Ritz, Catherine</td>
<td>147</td>
<td></td>
</tr>
<tr>
<td>Hughes, Kenneth</td>
<td>69</td>
<td></td>
<td>Molin, Francesca Romana</td>
<td>E30, 81</td>
<td></td>
<td>Robalino, Gladys</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td>Hurtig, Doliann</td>
<td>174</td>
<td></td>
<td>Mercado, Wendy</td>
<td>W8</td>
<td></td>
<td>Robustelli-Price, Amanda</td>
<td>B106</td>
<td></td>
</tr>
<tr>
<td>Ingold, Catherine</td>
<td>W6, 90</td>
<td></td>
<td>Michels, Mardi</td>
<td></td>
<td></td>
<td>Rodriguez, Karolyn</td>
<td>63, 76</td>
<td></td>
</tr>
<tr>
<td>Jacobs, Kara</td>
<td>169</td>
<td></td>
<td>Moran, John</td>
<td>114</td>
<td></td>
<td>Roske, Monique</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Jacobson, Anna</td>
<td>44, 92, 157</td>
<td></td>
<td>Morgan, Mirtilli</td>
<td>E115</td>
<td></td>
<td>Rumeau, Nicole</td>
<td>W6</td>
<td></td>
</tr>
<tr>
<td>Jay, Sarah</td>
<td>123</td>
<td></td>
<td>Mulholland, Monica</td>
<td>185</td>
<td></td>
<td>Russell, Jennifer</td>
<td>E33</td>
<td></td>
</tr>
<tr>
<td>Jimenez, Eric</td>
<td>111</td>
<td></td>
<td>Mustafa, Luluah</td>
<td>168, 181</td>
<td></td>
<td>Russet, Kristen Purdy</td>
<td>161</td>
<td></td>
</tr>
<tr>
<td>Jones, Norah</td>
<td>TL21, E31</td>
<td></td>
<td>Mustafa, Shakir</td>
<td>88</td>
<td></td>
<td>Said-Mohand, Aixa</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>Joundeya, Belal</td>
<td>138</td>
<td></td>
<td>Navarre, Amber</td>
<td>61</td>
<td></td>
<td>Sanchez, Margarita</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Jurado-Moran, Glennysya</td>
<td>W4, W10</td>
<td></td>
<td>Nunez, Mario</td>
<td>E48, E99</td>
<td></td>
<td>Sattar, Iris</td>
<td>E47</td>
<td></td>
</tr>
<tr>
<td>Kang, Loraine</td>
<td>140</td>
<td></td>
<td>O’Hearn, Jeanne</td>
<td>183</td>
<td></td>
<td>Sayers, Rich</td>
<td>E100, E116</td>
<td></td>
</tr>
<tr>
<td>Kashuba, Sister Mary Helen</td>
<td>146, 189</td>
<td></td>
<td>Oleksak, Rita</td>
<td>92, 177</td>
<td></td>
<td>Schaeffer, Joan</td>
<td>E84</td>
<td></td>
</tr>
<tr>
<td>Katradis, Maria</td>
<td>190</td>
<td></td>
<td>O’Neill, Liam</td>
<td>W/B12</td>
<td></td>
<td>Schmiers-Heller, Jutta</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Khoury, Giselle</td>
<td>181</td>
<td></td>
<td>Orsatti, Silvina</td>
<td>TL20</td>
<td></td>
<td>Schwenkler, Catherine</td>
<td>E134</td>
<td></td>
</tr>
<tr>
<td>Klos, Patricia</td>
<td>173</td>
<td></td>
<td>Orth, Deb</td>
<td>39</td>
<td></td>
<td>Shee, Jonathan</td>
<td>127, 160</td>
<td></td>
</tr>
<tr>
<td>Lafond-Paquin, Janel</td>
<td>TL22</td>
<td></td>
<td>Palpacuer Lee, Christelle</td>
<td>TL28, 175</td>
<td></td>
<td>Shen, Ye</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Li, Xingbo</td>
<td>145</td>
<td></td>
<td>Pantescos, Alison</td>
<td>B34</td>
<td></td>
<td>Shigehisa, Takako</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>Linley, Anne</td>
<td>63, 76</td>
<td></td>
<td>Papa, Erin</td>
<td>178</td>
<td></td>
<td>Shours, Alexandra</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>Litten, Allison</td>
<td>59</td>
<td></td>
<td>Parker, Janet Dannemiller</td>
<td>E134</td>
<td></td>
<td>Slanga, Jason</td>
<td>120, 180</td>
<td></td>
</tr>
<tr>
<td>Liu, Celia</td>
<td>TL24</td>
<td></td>
<td>Pasotto, Giovanni Eric</td>
<td>E67</td>
<td></td>
<td>Solberg, Janet</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Looney, Dennis</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Index of Presenters

<table>
<thead>
<tr>
<th>Name</th>
<th>Session/Workshop/Lab Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soto, Lissette</td>
<td>42</td>
</tr>
<tr>
<td>Stanton, Rebecca</td>
<td>110</td>
</tr>
<tr>
<td>Steinwedell, Sarah</td>
<td>E32</td>
</tr>
<tr>
<td>Stewart, Emily</td>
<td>E50</td>
</tr>
<tr>
<td>Stewart, George</td>
<td>E132</td>
</tr>
<tr>
<td>Stewart, Janice</td>
<td>130</td>
</tr>
<tr>
<td>Stouder, Christina</td>
<td>112</td>
</tr>
<tr>
<td>Sutton, Susanne</td>
<td>166</td>
</tr>
<tr>
<td>Taraborelli, Jean</td>
<td>111</td>
</tr>
<tr>
<td>Tarbouni, Younasse</td>
<td>121</td>
</tr>
<tr>
<td>Taylor, Jessica</td>
<td>TL19</td>
</tr>
<tr>
<td>Tchakarian, Eliz</td>
<td>E134</td>
</tr>
<tr>
<td>Tchoumi, Bertrand</td>
<td>187</td>
</tr>
<tr>
<td>ter Haseborg, Heiko</td>
<td>E68</td>
</tr>
<tr>
<td>Terrill, Laura</td>
<td>W1, 142</td>
</tr>
<tr>
<td>Torres Ruiz, Maria del Mar</td>
<td>E65</td>
</tr>
<tr>
<td>Torruellas, Erica</td>
<td>63, 76</td>
</tr>
<tr>
<td>Tracy, Cindy</td>
<td>E64</td>
</tr>
<tr>
<td>Tremper, Ashley</td>
<td>TL26, 104</td>
</tr>
<tr>
<td>Urbanc, Katica</td>
<td>91</td>
</tr>
<tr>
<td>van Kerckvoorde, Colette</td>
<td>85</td>
</tr>
<tr>
<td>Vanborre, Emmanuelle</td>
<td>176</td>
</tr>
<tr>
<td>Vazulik, Johannes</td>
<td>191</td>
</tr>
<tr>
<td>Ventosa, Jim</td>
<td>40</td>
</tr>
<tr>
<td>Wang, Daliang</td>
<td>128</td>
</tr>
<tr>
<td>Watson, Jeff</td>
<td>191</td>
</tr>
<tr>
<td>Weinstein, Jane</td>
<td>E151</td>
</tr>
<tr>
<td>Weiss, Ed</td>
<td>77</td>
</tr>
<tr>
<td>White, Arlene</td>
<td>TL27</td>
</tr>
<tr>
<td>Wilkinson, Sharon</td>
<td>129</td>
</tr>
<tr>
<td>Wolff, Xenia</td>
<td>166</td>
</tr>
<tr>
<td>Wood, Malachi</td>
<td>TL28</td>
</tr>
<tr>
<td>Zingle, Meghan</td>
<td>177</td>
</tr>
</tbody>
</table>
Discover Excellence.

The Italian Trade Agency invites you to visit us at NECTFL 2014.

Marriott Copley Place Hotel - Boston, MA
March 27 - 29, 2014

Accademia Italiana
info@accademia-italiana.it
www.accademia-italiana.it
Booth: 232

Babilonia-Center for Italian Studies
info@babilonia.it
www.babilonia.it
Booth: 230

Centro Studi Italiani
urbania@centrostuditaliani.org
www.centrostuditaliani.org
Booth: 226

Edizioni Edilingua
info@edilingua.it
www.edilingua.it
Booth: 228

Spaziolingua School
info@spaziolingua.it
www.spaziolingua.it
Booth: 228

Studio Arcobaleno
amministrazione@studio-arcobaleno.it
www.studio-arcobaleno.it
Booth: 236
Puerto Rico, Miami, and now...Cuba!

After more than a decade of taking students on non-touristy cultural and Spanish immersion tours of Puerto Rico, we're taking our immersion approach a step further: Legal student tours to Cuba!

- Licensed by the U.S. Department of Treasury to conduct people to people Cuba tours
- Cuban & American student interactions, service-learning, cooking lessons
- 1950's vintage cars, Habana Vieja, Bay of Pigs, cave exploration with locals
- Cha-cha-cha lessons, daily doses of people to people immersion "en español"
- Eat local food with locals, learn Cuban slang and expressions
- Yes, we will stop for "guarapo" and find out how it's made too!
- Departures by charter flight from Miami or Tampa, safe and direct

VAMONOS TOURS • CULTURAL IMMERSION EXPERTS

We are passionate Spanish teacher entrepreneurs who believe that meaningful educational travel through cultural immersion changes lives! Let us customize your tour to fit your group's preference.

Passport-free Puerto Rico is our main destination - come join us as we explore Latin America's capital, Miami, and the once forbidden Cuba. Ask us about our unique staff and personalities, multiple itineraries, high safety standards, teacher planning tools, and our cultural immersion approach.

NECTFL
Present this advertisement at booth #126 for your FREE gift. We look forward to meeting you!

Book your tour by May 31 and receive 5% off!

CUBA  PUERTO RICO  MIAMI

Call 888-366-6121 / email us at: info@vamonostours.com

Scan for info.
Live language.
Where will it take you?

New online instructional tools!
• Video chat activities
• French grammar tutorials
• Instructor-created content
• Personalized vocabulary
• Online and hybrid programs

Visit us at Booth 316!

vistahigherlearning.com