

NORTHEAST
CONFERENCE
on the Teaching of Foreign Languages



Preliminary Program
and
Early Registration Materials



LANGUAGES
FOR ALL

ENVISIONING LANGUAGE
LEARNING OPPORTUNITIES
FOR EVERY LEARNER

NY Hilton Midtown February 13–15, 2020

Nathan Lutz, Chairperson

Contact: info@nectfl.org

Keynote Speaker



Dr. José Medina

Dr. José L. Medina is the founder and Chief Educational Advocate at Dr. José Medina: Educational Solutions. Prior to establishing his educational consulting firm, Dr. Medina was a scientific researcher and the Director of Dual Language and Bilingual Education at the Center for Applied Linguistics (CAL) in Washington, DC. Dr. Medina provides dual language technical assistance, professional development, and job-embedded support to dual language programs across the United States and globally. He is a former dual language school principal and has served as an administrator at the elementary, middle, and high school levels. Dr. Medina co-authored the third edition of the widely-used Guiding Principles for Dual Language Education and is the developer of the C6 Biliteracy Framework, a lesson planning framework specifically designed for educators serving in dual language settings.

The New York Hilton Midtown



The New York Hilton Midtown is now accepting reservations for our event. The 2020 conference rate is \$232 per night (single or double) plus taxes & fees.



Cut-off Date: January 13, 2020.

Click here now to reserve your room:

<https://book.passkey.com/event/49881508/owner/6708/home>

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



NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, INC.

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

PRE-REGISTRATION AND CONFIRMATION

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

ON-SITE REGISTRATION

Participants who have not pre-registered by January 17 may register online or on-site; however on-site rates will apply.

PAYMENT

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

PRE-CONFERENCE WORKSHOPS

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

SESSIONS

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

FEATURED SESSIONS

One session in each time slot is designated as a “featured session.” These ten special presentations have been selected as especially relevant to the conference theme.

KEYNOTE ADDRESS

This year we will offer a keynote address, given by Dr. José Medina. The keynote address, as well as ACTFL and JNCL updates, will be offered on Friday morning. (This is a change in the schedule from recent years.) All conference attendees are welcomed and encouraged to attend.

HOTEL AND HOTEL REGISTRATION

The Northeast Conference will once again be held at the New York Hilton Midtown. Visitors to New York City will find themselves within walking-distance from Times Square, MoMA, Fifth Avenue, and many of the Midtown attractions that make New York irresistible! Reservations for the New York Hilton Midtown should be made separately by using the hotel reservation form linked at <http://www.nectfl.org/conference>. Please note the **hotel registration cut-off date of January 13, 2020**. In order to receive the NECTFL conference rate at the hotel, you must use the hotel registration link. Rooms will be ready for check-in after 3:00 p.m. and checkout is at 12:00 p.m. If you are arriving before check-in or staying after checkout, luggage may be stored with the hotel.

TRANSPORTATION

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

ARRIVAL/CONFERENCE CHECK-IN

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

MEALS

Meals are not provided with the hotel room rate or conference registration fees. Each day's schedule has a break built in mid-day for lunch. Being Manhattan, there are countless options. In the hotel lobby you'll find Herb N' Kitchen for a quick coffee or snack. Directly across the street on West 53rd is Café 53, a well-stocked buffet/cafeteria-style eatery with something for everyone at reasonable prices. There's also a Starbucks across the street on 6th Avenue, Klein and Co. 55th–56th on 6th Ave, and a Chipotle at 6th Ave. and 56th.

BADGES

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

WORKSHOP/SESSION SCHEDULE AND LOCATIONS

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

- **Second Floor:** From the lobby level, take either escalator or an elevator up.
- **Fourth Floor:** From the lobby level or the second floor take an elevator up. There will only be limited breakout spaces on this floor.

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

EXHIBITS

Over 70 exhibitors will be present for consultation and to demonstrate and/or sell their materials which include texts, journals, audio, video, and digital media, literature, games, fund raisers, realia, travel services, and more. Most exhibitors accept cash, checks, and/or credit cards. The exhibit hall will be open Friday 8:00 a.m.–5:00 p.m. and Saturday from 8:00 a.m.–1:30 p.m. so that participants will have ample opportunity to examine a variety of materials. The exhibit hall is located in Rhinelander on the 2nd floor.

IN-SERVICE PROFESSIONAL DEVELOPMENT CREDIT

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

Thursday: 6 hours **Friday:** 6 hours **Saturday:** 5 hours **Total:** 17 hours

66th Annual Northeast Conference Program Overview

THURSDAY, FEBRUARY 13

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

FRIDAY, FEBRUARY 14

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

SATURDAY, FEBRUARY 15

7:00–8:00 a.m.	NADSFL/NCSSFL Breakfast Meeting
8:00 a.m.–5:00 p.m.	Conference Registration
8:00 a.m.–1:30 p.m.	Conference Exhibit Hall Open
8:00–8:45 a.m.	Exhibits
8:45–9:45 a.m.	Session 6
9:45–10:30 a.m.	Exhibits
10:30–11:30 a.m.	Session 7 and #techlab
11:30 a.m.–1:00 p.m.	Lunch Break, Advisory Council, and Exhibits
1:00–2:00 p.m.	Session 8 and Research Roundtable
2:15–3:15 p.m.	Session 9
3:30–4:30 p.m.	Session 10

Conference Schedule at a Glance

Start Time	Thursday, February 13			Start Time	Friday, February 14	Start Time	Saturday, February 15
7:00				7:00		7:00	
7:15				7:15		7:15	NADSFL/NCSSFL Breakfast Meeting
7:30				7:30	Session 6 & Past Chairs Breakfast Meeting	7:30	
7:45				7:45		7:45	
8:00				8:00		8:00	
8:15				8:15		8:15	
8:30				8:30	Session 1	8:30	Session 6
8:45				8:45			
9:00				9:00		9:00	
9:15				9:15		9:15	
9:30		Three-hour Ticketed Workshops	Six-hour Ticketed Workshops	9:30	Exhibits	9:30	Exhibits
9:45				9:45		9:45	
10:00				10:00	Keynote Address & General Session	10:00	
10:15				10:15		10:15	
10:30	10:30			10:30	Session 7 & #techlab		
10:45	10:45			10:45			
11:00	11:00	Exhibits		11:00			
11:15	11:15			11:15			
11:30	11:30	Session 2		11:30	Lunch Break, Exhibits, and Advisory Council		
11:45	11:45					11:45	
12:00	12:00			12:00			
12:15	12:15			12:15			
12:30			12:30				
12:45			12:45				
1:00	State Leaders Luncheon and Meeting	Three-hour Ticketed Workshops	1:00	Lunch and Exhibits	1:00	Session 8 & Research Roundtable	
1:15			1:15		1:15		
1:30			1:30		1:30		
1:45			1:45	Session 3	1:45		
2:00			2:00				
2:15			2:15	Session 9			
2:30			2:30				
2:45			2:45				
3:00			3:00				
3:15			3:15				
3:30			3:30	Session 10			
3:45			3:45				
4:00			4:00				
4:15			4:15				
4:30				4:30	Session 5		
4:45				4:45			
5:00	Board of Directors Meeting and Dinner (5:00–9:00 p.m.)			5:00		5:00	
5:15				5:15		5:15	
5:30				5:30	Awards Photography	5:30	
5:45				5:45		5:45	
6:00				6:00		6:00	
6:15				6:15		6:15	
6:30				6:30	Awards Ceremony and Reception	6:30	
6:45				6:45			6:45
7:00				7:00		7:00	
7:15				7:15		7:15	
7:30	7:30		7:30				

Program

Thursday, February 13, Early Morning

Early Morning Yoga

6:45–7:30 a.m.

Free yoga sessions for all levels and all stages of practice! Join Jennifer Schwester, RYT-200, aka jennyzenyoga, for this early-morning yoga class. Start your day with breathing techniques and poses that will keep you calm but energized throughout this amazing conference. All poses will be modified so that everyone can participate. Please bring a yoga mat or towel with you and wear comfortable clothing. Namaste! (Note – this is not applicable to PD hours.)

Organizer/Presenter(s):

Jennifer Schwester, jennyzenyoga

Pre-conference Workshops

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

\$100

1. Engaging All Learners in the Language Classroom

Language educators are responsible to welcome and meet the needs of the wide diversity of the learners in their classroom every day. The needs of learners vary based on their background, readiness level, interests, and learning preferences. In this workshop, participants will experience and analyze key strategies for building learner confidence and proficiency. Participants will also learn to use data to plan instruction, guiding all learners to meet their goals.

Organizer/Presenter(s):

Leslie Grahn, American Council on the Teaching of Foreign Languages (ACTFL)

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

Keyword: Diversity

Language(s) spoken: English

Examples in: Multiple

2. ACE (Abrazando el Cambio en Español) Teacher Workshop

During this workshop, presenters will share practical strategies for teaching tactics that will help teachers keep all learners interested in Spanish from the lower levels through upper level courses. The presenters will discuss using vertical teaming and performance-based learning to meet all learners' needs. They will also discuss how to reach students through gamification. The presenters will address 90% target language use and will present strategies to get there. When you have many students with many different voices, you want to keep them all talking!

Organizer/Presenter(s):

Linda Villadóniga, St. Johns Country School District, retired, St. Augustine, FL

Álvaro Sesmilo, Nebrija University, Madrid, Spain

Intended audience(s): PreK-12

Keyword: Instructional strategies

Language(s) spoken: English and Spanish

Examples in: Spanish

Thursday, February 13, 9:30 a.m.–4:30 p.m., **Six-hour Pre-conference Workshops**

3. Cultivating World Language Classrooms of Intercultural Empathy

World language classrooms allow students to grapple with their own identity and understanding of the world. World language teachers build tolerance, cultivate intercultural empathy, and foster an inclusive and safe place for all students. Through experiential and hands-on activities, the presenter will define the concept of windows and mirrors, explain a pedagogical approach for reducing implicit bias, and create a comprehensive learning plan that includes: inward and outward processes of thinking, a structured reflection, shifting of thoughts and ideas, direct and explicit teaching, and other practices. This workshop will provide you with a toolkit that will help you develop spaces where students explore the unfamiliar, but also see their own lived experiences validated and valued.

Organizer/Presenter(s):

Georges Chahwan, Choate Rosemary Hall, Wallingford, CT

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

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

4. Communication, Community, and Inclusivity through Art in a Second Language

This workshop involves a field trip to the Metropolitan Museum of Art. During the first half of the day (at the conference hotel), the presenters will show how arts-based inquiry bridges cultures and helps students (re)construct social and cultural meaning as they critically examine their beliefs from various perspectives. They will demonstrate how to create instructional spaces where self-esteem, identity, and empathy can be expressed. After discussing theoretical approaches, participants will develop strategies for integrating art with relevant topics and K-16 activities. Participants will understand how to connect culture to language instruction and create engaging activities, which spark students' imagination and creativity. During the lunch break, participants will travel to the Metropolitan Museum where they will choose works of art - both new and familiar - to integrate into their curricula. Participants will outline potential activities and will then reconvene as a group to share their ideas.

Organizer/Presenter(s):

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

Kathy Fegely, Antietam High School, retired, Reading, PA

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

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

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

5. Strategic Scaffolding: Leading the Way, Lending a Hand, Letting Go

As we build programs based on proficiency principles, teachers ask the pragmatic questions: How can I help students move up the proficiency scale? What support is necessary to help students grow in proficiency and move them progressively to independent self-expression? When we target proficiency levels appropriately, we can identify key areas of needed growth and help learners to the next level. This workshop offers concrete strategies to target, scaffold, and release: show learners the way, lend a hand as needed, and then let them go! We will demonstrate, brainstorm, and develop a variety of scaffolded techniques, including explicit proficiency targets, pre-speaking and pre-writing organizers and frames, language walls, level-up challenges and incentives, corrective feedback, and self-reflection.

Organizer/Presenter(s):

Charlotte Gifford, Greenfield Community College, Greenfield, MA

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

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

6. Designing Articulated Assessment Transfer Tasks with the Seal in Mind

Articulation requires intentional curriculum and assessment design for proficiency goals between levels. Transfer facilitates proficiency, applying knowledge and skills differently through novel tasks with value beyond the classroom and real-world contexts. In this workshop, the presenter will guide teachers to design transfer tasks and develop specific can-do statements – planning backward from seal of biliteracy goals. Participants will see articulated assessment transfer task exemplars that solve problems and create products, articulated vertically for three key levels of student engagement. This hands-on, interactive workshop is designed for you to design and turnkey others in your department. Applicable to participants from any state, this workshop aligns with the NYSED Standards Shifts and Professional Learning Initiative.

Organizer/Presenter(s):

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

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

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

7. Strategies for Equitable Language Learning for All Language Learners

In this workshop we present practical strategies to support, empower, and advocate for all language learners – from second language learners to emergent bilinguals and plurilinguals – while also addressing the cultural and linguistic diversity within our classrooms and communities. Modelled and co-constructed activities will be based on theories of intercultural citizenship, symbolic competence, translanguaging, raciolinguistics, culturally sustaining teaching, social justice, and human rights education. After a short introduction to this interdisciplinary approach, educators will experience activities they can use. Reflective questions, activities, and units will facilitate the participants' application in a variety of contexts.

Organizer/Presenter(s):

Manuela Wagner, Ph.D., University of Connecticut, Storrs, CT

Michele Back, Ph.D., University of Connecticut, Storrs, CT

Dorothy Conlon-Perugini, Glastonbury Public Schools, Glastonbury, CT

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

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

Thursday, February 13, 9:30 a.m. 12:30 p.m., **Three-hour Pre-conference Workshops**

8. Top 6 Things Every Dual Language Leader Should Advocate For

This workshop will focus on dual language leadership, intentional action, and advocacy by identifying some of the most critical elements of dual language programming, the continuous improvement cycle, and biliteracy instructional best practices. District support staff, school administrators, and teacher leaders will have the opportunity to reflect upon present practices and support systems, and then identify possible action steps to ensure that they are better equipped to meet the needs of emergent bilingual students and the teachers who serve them. Additionally, as part of the presentation, dual language leaders from the field will be referenced as a means to connect research and practice.

Organizer/Presenter(s):

José Medina, Ed.D., Dr. José Medina Educational Solutions, Silver Spring, MD
Alexandra Guilamo, TaJu Education

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

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

9. Communities: PBL and Engaged Civic Learning

Too many students ask, “What’s the point of learning a language?” That question disappears with real human contact, a goal and a purpose for communication. Project-based learning and engaged civic learning make language usage relevant immediately. Discover ways to engage with local and online communities to motivate students and develop target language proficiency at the same time. Participants will learn how to create a unit in the target language to encourage students to engage with the local community.

Organizer/Presenter(s):

Dana Pilla, Rutgers University, Camden, NJ
Laura Sexton, Charlotte-Mecklenburg Schools, Gastonia, NC

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

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

10. Access and Opportunity Through Using Technology in the Language Classroom

Technology opens up so many opportunities for students who need additional support in the world language classroom. This presentation will demonstrate how to utilize free, online tools to create a more accessible language classroom for speaking, listening, reading, and writing. Some of the tools will include features, apps, and add-ons in the Google Suite, Flipgrid, Wakelet, Quizlet, Padlet, Pear Deck, and more. These tools will provide a variety of ideas for support, such as activity and assessment differentiation and choice, immediate feedback, and opportunities for engagement outside of class. Participants will use their devices to engage with and practice activities using these tools in ways that are immediately applicable to their classes.

Organizer/Presenter(s):

Maureen Lamb, Kingswood Oxford School, West Hartford, CT

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

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

11. Planning and Managing Differentiated Instruction

No two students learn the same way in a classroom; they have their preferences in interests, learning modalities, and learning speed. Naturally, this presents both expected and unexpected challenges for teachers every day, in any classroom. In this workshop, the presenters will approach solutions to this quintessential conundrum from three perspectives: 1) Ways to plan varied materials for content knowledge and skills that meet students' needs; 2) Ways to establish routines and manage student-centered activities that are flexible and effective, and; 3) Ways to design and implement multiple assessment systems for students to demonstrate their outcomes at the best of their abilities.

Organizer/Presenter(s):

Yu-Lan Lin, Ed.D., Boston Public Schools (retired), Boston, MA

Baocai Jia, Fremont Union High School District, Cupertino, CA

Carol Chen-Lin, Ph.D., Choate Rosemary Hall School, Wallington, CT

Lucy Lee, Livingston High School, Livingston, NJ

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

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

12. Launching a Learner Active World Language Classroom

In today's classrooms, student motivation and engagement play a crucial role in the effective acquisition of a second language. Research shows that our learners benefit greatly from differentiated, student-centered practice, but what does this look like in a world language classroom? This workshop will provide you with the framework you need to create authentic problem-based tasks for your units resulting in a more meaningful language-learning experience. Further takeaways include tools to set up your classroom with student-centered strategies such as small group lessons, activity menus, learning centers, and facilitation tools to monitor the progress of your students.

Organizer/Presenter(s):

Tanya Stevenson, Morris Hills High School, Rockaway, NJ

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

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

13. Globalizing Curriculum: Putting World Issues at the Center of Instruction

How can we expect students to grow up as multilingual global citizens without the knowledge and experience of discussing world issues in the target language? In this workshop you will learn how to use the U.N. Sustainable Development Goals and the AP Global Themes to dramatically shift your students' language learning. Let's give them something to talk about! No matter what age group or proficiency level, this session will help you adjust perspective while building meaningful proficiency with tomorrow's global citizens.

Organizer/Presenter(s):

Amanda Seewald, MARACAS / Learning Kaleidoscope, New Jersey

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

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

14. Instructional Coaching Skills for Teacher Growth

Research shows that beginning teachers who receive mentoring are far more likely to remain in the profession. Through this workshop, participants will deepen their skillset for supporting teachers through instructional mentoring and coaching. Topics to be addressed are: the communication continuum, active listening skills, trust building, and learning-focused conversations. Participants will receive resources and tools for instructional coaching and will be given opportunities to put their newly-gained skills to work through practice coaching sessions.

Organizer/Presenter(s):

Deborah Espitia, Howard County Public Schools, retired

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

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

Thursday: Other

15. State Leaders Meeting

1:00–4:30 p.m.

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

16. Board of Directors Meeting and Dinner

5:00–9:00 p.m.

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

Friday, February 14

Concurrent Sessions

Friday, February 14, Early Morning

Early Morning Yoga

6:45–7:30 a.m.

Free yoga sessions for all levels and all stages of practice! Join Jennifer Schwester, RYT-200, aka jennyzenyoga, for this early-morning yoga class. Start your day with breathing techniques and poses that will keep you calm but energized throughout this amazing conference. All poses will be modified so that everyone can participate. Please bring a yoga mat or towel with you and wear comfortable clothing. Namaste! (Note – this is not applicable to PD hours.)

Organizer/Presenter(s):

Jennifer Schwester, jennyzenyoga

100. Mentor Scholarship Winners Meet and Greet

This is a closed event for Mentor Scholarship Program participants.

Organizer/Presenter(s):

Deborah Espitia, Howard County Public Schools, retired, MD

Friday, February 14, Session 1, 8:30–9:30 a.m.

101. Best of VT: Movie Talk – Ageless, Timeless, Priceless

Looking for a low-prep, high-interest activity that can be used in all classes, from pre-K to adult? Movie Talk is the answer! In this session, participants will learn various approaches to Movie Talk, including how to introduce the video clip, follow-up activities, and ways to engage students throughout. MT is a captivating way to provide comprehensible input, regardless of language or level. Participants will walk away with an understanding of why MT is compelling, as well as materials, activities, and resources that will allow them to begin using MT in the classroom right away.

Organizer/Presenter(s):

Allison Litten, Marion Cross School, Norwich, VT

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

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: French

Friday, February 14, Session 1, 8:30–9:30 a.m.

102. Best of State - TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

103. **Featured Session:** Género Neutro y Lenguaje Inclusivo en Español

How do we practice gender neutral language in our Spanish classroom? How do we create spaces that feel inclusive within a language that is inherently gendered? What tools do we give to our students for writing and speaking with gender-inclusive language? The presenters hope this session will be a place where teachers can become familiar with our method and be inspired to bring it to their classroom.

Organizer/Presenter(s):

Aleida Benitez, Gordon School, East Providence, RI

Emilia Carrillo, Gordon School, East Providence, RI

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

Keyword: Curriculum

Language(s) spoken: Spanish and English

Examples in: Spanish and English

104. **Throw Away the Highlighter: Reading Strategies for Everyone**

Critical reading, active engagement, and interaction with texts are essential to a student's success. Faced with authentic resources, teachers need instructional tools that enhance their instruction to facilitate interpretive reading and listening growth across proficiency levels so that students can access the material. Help your students build interpretive proficiency through active reading. Throw away your highlighters and join us to learn about a variety of strategies to build better reading and listening skills!

Organizer/Presenter(s):

Donna Baker, Anne Arundel County Public Schools, Annapolis, MD

Julie French, Anne Arundel County Public Schools (AACPS), MD

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

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: English, Spanish, and French

105. Starting with Why: Principled Teacher Training to Spark Student Success

With the goal of teaching so every student can acquire language, we'll elaborate four teacher training principles. Participants take a gallery walk of training strategies posted around the room and consider in small groups how these strategies reflect the four principles. Whole group discussion will equip participants to: adapt the principles to their own needs, refer to relevant memory science and language acquisition theory, and apply specific training strategies to their own teacher training programs.

Organizer/Presenter(s):

Anny Ewing, Altamira Language Learning, Chester Springs, PA

Intended audience(s): Post-secondary **Keyword:** Professional development

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

106. Individualized Vocabulary Acquisition

Vocabulary is the key to communication. Verb conjugations and grammatical points are of no use, if the learner does not know the necessary words. Vocabulary teaching often groups topics and themes into categories. Once fruits are done, the class moves on to animals and then forgets about fruits. This presentation will illustrate how some Google tools can be used to enhance online vocabulary acquisition learning systems, such as Quizlet, Duolingo, and Lingvist to provide individualized vocabulary advancement in a high school Spanish curriculum.

Organizer/Presenter(s):

Charles Long, Choate Rosemary Hall, Wallingford, CT

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

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

107. Decolonizing Curriculum - One Unit at a Time

This workshop will present a brief overview of terms and tenets associated with decoloniality and how they can enrich our discussion about curriculum. Decoloniality is an intellectual tradition founded in Latin America to encourage a shift in how educators create and disseminate knowledge, from scholarly research to pedagogic practices. One of its major objectives is to promote more inclusive understandings of the human condition that take into account historically marginalized perspectives, namely of women, indigenous, and Afro-descended people. A few examples of units created with a decolonial lens will be briefly presented. Participants will be invited to share ideas about applying decolonial theory and vocabulary to curriculum for all ages, in all world language classrooms.

Organizer/Presenter(s):

Wendy Rose Sanchez, The Town School, New York, NY

Gabe Sanchez, The Brearley School, New York, NY

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

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

108. Go Team! Creating Community in the World Language Classroom

Social-emotional learning is at its highest when students feel part of welcoming learning environments. The key to success is creating environments where students eagerly work together and are part of a strong classroom community. In this session, participants will work in teams to solve problems and explore their creativity. Then, as a group, we will debrief on how to create linguistic scaffolds for use across all proficiency levels.

Organizer/Presenter(s):

Kathy Stotler, Bernards Township BOE, Basking Ridge, NJ

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

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

109. Creative Social-emotional Learning in the World Language Classroom

Have you ever had a reluctant and reticent group of language learners? Have your students ever struggled to speak up and use what they know in conversation with peers? The focus of this workshop will be to help our students become courageous language learners. We will discuss practical strategies for creating the welcoming environment that feels safe for learners to take the risks needed for learning a world language. We will practice strategies for supporting an immersive language learning experience that engages all learners - extroverts and introverts alike. We will focus on questions such as: How can WL educators help teens overcome the anxiety of speaking a foreign language in front of peers?

Organizer/Presenter(s):

Sabrina Tolu, Dwight Morrow High School, Englewood, NJ

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

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

110. Designing Professionally-themed Courses in Chinese, French and Spanish

This session will focus on the innovative design of third-year courses in Chinese, French, and Spanish at Boston University. Using an engaging theme-based approach, these courses are geared toward students interested in combining language study with pre-professional interests. Activities and assignments target communicative and cultural features of professional discourse in several areas including entrepreneurship, global health, and international relations. While each course has a distinct focus, all share similar learning outcomes and assessment criteria that emphasize interpretive, presentational, and interpersonal skills. Handouts will include syllabi, a list of suggested materials, and ideas for activities and assignments.

Organizer/Presenter(s):

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

Elena Carrion-Guerrero, Boston University, Boston, MA

Maria Datel, Boston University, Boston, MA

Hongyun Sun, Boston University, Boston, MA

Intended audience(s): Post-secondary **Keyword:** Instructional strategies

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

111. Structured Input for All

In this session, we will explain how to implement structured input (SI) activities into the teaching of both commonly and less commonly taught languages, namely: Arabic, Mandarin Chinese, and French. We will first outline a theoretical background on SI. Then, using sample activities in the aforementioned languages, we will demonstrate how SI activities can be created to address the difficulties that select grammatical forms may pose to second language learners. Attendees will gain a general understanding of how language learners process input, and useful insights to start creating SI activities for the world languages they teach. Background on SI and prior knowledge of Arabic, Chinese, or French, are not a prerequisite.

Organizer/Presenter(s):

Laurene Glimois, Ph.D., Auburn University, Auburn, AL

Xinyi Tan, Ph.D., Coastal Carolina University, Conway, SC

Thierno Aliou Diallo, The Ohio State University, Columbus, OH

Kirby Childress, The Ohio State University, Columbus, OH

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

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

112. Exhibitor Session: How to Learn a New Language in Fifteen Minutes

Session participants will discover a unique approach to teaching a world language. In this dynamic and entertaining session, the presenter will discuss the key concepts of memory and the function of different areas of the brain in relation to language acquisition. The presenter will demonstrate the QTalk method which has been developed in the classroom over a period of twenty years. The foundation of the method involves substituting self-explanatory symbols for text, which produces authentic and lasting memorization of the vocabulary. Students structure complete sentences from the first lesson and attain communicative proficiency very early. Come and experience the magic of QTalk!

Organizer/Presenter(s):

Maurice Hazan, QTALK Publishing LLC

Tiffany Zhang, QTALK Publishing LLC

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

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

113. Exhibitor Session: Diversity and Equal Representation in the German Curriculum: Impuls Deutsch

This presentation considers diversity and equal representation of a multiplicity of voices in the German curriculum as crucial to teaching that is informed by social justice. Imparting a modern image of German-speaking countries is an integral and essential part of teaching German as a world language. We will share hands-on practices that can be implemented to make curricula and textbook materials more equitable, heterogeneous, and diverse. More specifically, we will focus on questions of representation (images, interviews, text selection) and the importance of marginalized voices, such as persons representing a range of gender expressions and identities, as well as persons of any race, ethnicity, or religious affiliation.

Organizer/Presenter(s):

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

Steffen Kaupp, Ph.D., Goethe Institute, Boston, MA

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

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

Friday, February 14, Session 1, 8:30–9:30 a.m.

114. Exhibitor Session: Culturally Inclusive Practices for the Language Classroom

The language classroom is the ideal venue for inclusion, but how do we create a safe and welcoming environment that allows all learners to shine? In this interactive session, we will take on these topics: scaffolding personal and public identities, diversity vs. inclusion, non-binary language and the profile of today's Gen Z learner. Take away practices and strategies for reaching all learners; examples in Spanish and French.

Organizer/Presenter(s):

Ken Stewart, Vista Higher Learning

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

Keyword: Diversity

Language(s) spoken: English

Examples in: Spanish and French

115. Exhibitor Session: Empowering Progress: Developing Learners' and Teachers' Reflective Practice

Reflection and goal setting promote increased outcomes in any learner. Yet, teachers find it difficult to set aside time for such important practices. This session will highlight a process for reflective learning designed to cultivate teachers' professional growth and developing their students' reflective abilities. Participants will explore the recently-updated TELL (Teacher Effectiveness for Language Learning) Framework and LinguaFolio for their capacity to practice reflection for themselves and inspire the same in their students. This exploration will involve overviews of the frameworks and a series of simulations that will highlight components of reflection and will empower participants to articulate personalized plans for incorporating reflection into their daily practice.

Organizer/Presenter(s):

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

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

Keyword: Professional development

Language(s) spoken: English

Examples in: English

116. Mead Collaborative

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

Organizer/Presenter(s):

Deborah Espitia, Howard County Public Schools, retired, MD

117. Digital Social Reading Projects from Elementary Level to Content-based Courses

The goal of this session is to share some ideas and remarks on social reading projects carried out with students of Italian in elementary, intermediate, and content-based advanced courses. The focus will mainly be on the benefits of the social aspect of reading and collaboration among peers, which is particularly beneficial for those students who have difficulties sharing ideas in public. The presenter will show how to choose the best apps and how to design activities which motivate the students and enhance their reading comprehension, their critical thinking, their ability to cooperate, and to improve in the ACTFL three modes of communication.

Organizer/Presenter(s):

Alessandra Saggin, Columbia University, New York, NY

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

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

118. Feeding What? Feedback and Assessment in the Arabic Classroom

This session will address the topic of feedback in formative assessment of teaching Arabic. Feedback is an essential element for facilitating advances in language proficiency. However, feedback often proves challenging to offer in ways that promote an effective, safe, and nurturing learning environment. Strategies for offering feedback, including, when, how much, and what to focus on will be shared. By the end of the session, teachers will identify one aspect of feedback that they would like to improve or start to implement in their Arabic classrooms including what they would need professionally in order to be able to meet their commitment to themselves and their Arabic language learners.

Organizer/Presenter(s):

Mouna Mana, Ph.D., Independent Consultant, Boston, MA

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

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

General Session and Keynote Address

119. General Session and Keynote Address

10:00–11:00 a.m.



Dr. José Medina, Keynote Speaker

Join us for our general session and keynote address by Dr. José Medina. Dr. Medina is the founder and Chief Educational Advocate at Dr. José Medina: Educational Solutions. Prior to establishing his educational consulting firm, Dr. Medina was a scientific researcher and the Director of Dual Language and Bilingual Education at the Center for Applied Linguistics (CAL) in Washington, DC. Dr. Medina provides dual language technical assistance, professional development, and job-embedded support to dual language programs across the United States and globally. He is a former dual language school principal and has served as an administrator at the elementary, middle, and high school levels. Dr. Medina co-authored the third edition of the widely-used Guiding Principles for Dual Language Education and is the developer of the C6 Biliteracy Framework, a lesson planning framework specifically designed for educators serving in dual language settings.

Friday, February 14, Session 2, 11:30 a.m.–12:30 p.m.

120. Best of State - TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

121. Engaging Your Students: Strategies from National Teacher of the Year

The ACTFL National Language Teacher of the Year shares effective strategies to engage and motivate students, combining language and culture to develop learners' language performance. What makes this teacher's learning tasks effective so learners become confident of what they can do with the language? These instructional strategies are applicable to all languages and all levels. Be inspired with new ideas and examples directly from the Teacher of the Year's classroom.

Organizer/Presenter(s):

Paul Sandrock, ACTFL, Alexandria, VA

ACTFL Teacher of the Year, TBD, TBD

Howie Berman, ACTFL, Alexandria, VA

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

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: TBD

122. **Featured Session:** We All Can Do It: Differentiation Through Backward Design

All students deserves the opportunity to study world languages in order to prepare them for the globalized world they live in. Our students have diverse talents and needs, from heritage speakers, to those with IEPs or social-emotional challenges. How can we set shared, proficiency-focused learning goals that also meet students' individual needs and challenge each of them appropriately? Instead of designing a unit and adding differentiation strategies in as a footnote, this session will provide strategies for using backward design to embrace the diversity of our students from the start. Participants will learn to set common thematic learning goals, and then individualize pathways, allowing for diversity and student choice in how they learn and how they show their learning.

Organizer/Presenter(s):

Rebecca Aubrey, South Windsor Public Schools, South Windsor, CT

Intended audience(s): PreK-12

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: English and Spanish

123. Interactive Interpretation: Deconstructing the Interactive Model

Speaking activities support comprehension of interpretive listening and reading tasks. The Interactive Model provides a clear framework for guiding students to interpret authentic materials at all proficiency levels while maintaining the target language. Rather than viewing listening and reading as skills isolated from speaking, engaging students in speaking activities supports their interpretation of reading or listening to authentic texts. In this session, we will break down the steps of the model looking at real classroom examples.

Organizer/Presenter(s):

Catherine Ritz, Ed.D., Boston University Wheelock College of Education & Human Development

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

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

124. Feedback to Push Forward: Practical Tools for Monday

Overwhelmed with grading and assessment? Wonder if students even read your feedback? This session leverages the work of experts like Brookhart, Glisan, Marzano, and Sandrock, and challenges participants' views of feedback. Presenters will summarize research from leading assessment experts to ground participants' understanding of the foundational importance of backward design, and will share and model effective feedback tools embedded in the backward design paradigm and connected to best practices. Participants will learn that feedback itself is the instructional move that has the greatest impact on improved outcomes for students and will leave with practical tools and strategies to give feedback on everything from interpersonal communication to on-demand presentational writing.

Organizer/Presenter(s):

Tim Eagan, Wellesley Public Schools, Wellesley, MA

Kim Talbot, Ed.D., Melrose Public Schools, Melrose, MA

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

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

125. Effective Online Assignments Assessment Through Instant and Delayed Feedback

In this session, presenters will explore multiple facets of assessment. The first speaker will introduce the general curriculum innovation background and our research rationale. The second speaker will talk about the task design from the instructor's perspectives. The third speaker will discuss the effectiveness of comprehension-type assessment activities by analyzing time spent, frequency of access, frequency of submission, grammatical errors, typos, and current score. The fourth speaker will show students' perceptions of various assessment strategies, with the intent of determining which strategies students find most engaging and meaningful. The survey results will be shared. The fifth speaker will talk about the implications of practice and how to apply the recommendations for future Chinese language teaching assessment.

Organizer/Presenter(s):

Wayne He, Ph.D., University of Rhode Island, Kingston, RI

Xiaoyan Hu, University of Rhode Island, Kingston, RI

Jiangping Cai, University of Rhode Island, Kingston, RI

Yiping Zhang, University of Rhode Island, Kingston, RI

Danwei Li, University of Rhode Island, Kingston, RI

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

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

126. Fostering Inclusive Classroom and Departmental Environments for LGBTQIA+ Learners

This session addresses the challenges that LGBTQIA+ people face when learning a new language and culture. How does a non-binary person navigate a language without "official" gender-neutral conventions? How can we work together to foster a more inclusive learning environment? Following an overview of practices, conversations, and goals we have pursued on our own campus, the facilitators will use examples in German to present small changes instructors can make that create a more inclusive environment and provide a space to practice the language associated with these ideas. Particular attention will be given to pronouns, questions of intercultural competence, and topics like family and friends. Finally, we will provide participants with a chance to ask questions and exchange perspectives.

Organizer/Presenter(s):

Meagan Tripp, Ph.D., Franklin & Marshall College, Lancaster, PA

Jaime Helm, Undergraduate at Franklin & Marshall College, Lancaster, PA

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

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

127. Using Music and Magic To Engage All In Learning Languages

Singing songs and performing magic shows in the classroom have often been underused, or entirely overlooked, as effective and strategic activities that would appeal to, entertain and engage all students, engage their emotions, pique their interest and curiosity, and provide contextually meaningful comprehensible input, all of which then ultimately lead to increased language proficiency outcomes. Come experience and participate in using and leveraging music, singing songs and performing magic tricks in ways rarely considered for the classroom, and receive culturally authentic resources and strategies to use the next day in your classroom!

Organizer/Presenter(s):

Richard de Meij, Hartford Public High School, Hartford, CT

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

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

128. A Content-integrated Approach to Language Learning

The best way to get world language to all learners is to integrate it across the curriculum. Studies show that bilingual content instruction improves outcomes for English Language Learners with respect to both content and English acquisition. Why not apply this approach to world language? This session will provide a roadmap to high-quality collaboration with teachers of other content areas that will promote interaction among students, use the four domains of language, and introduce students to multiple forms of discourse.

Organizer/Presenter(s):

Elaine Leibly, Windsor Central Supervisory Union, Woodstock, VT

Keri Bristow, Ottaquechee School, Hartford, VT

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

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

129. Homework in World Languages: Using Research to Overcome the Controversy

Homework is an educational topic fraught with controversy. From a research standpoint, it is clear that homework is simply an instructional strategy that can either be deployed effectively or ineffectively. Current research on homework in world languages provides an empirical basis from which to design and use this instructional strategy. Research on learning and memory provide the impetus for considering homework in world languages an indispensable tool for teachers. This session is a best-and-worst-practices brush-up that will settle some of the controversy. Using homework carefully is a powerful approach if used in line with research and the rationale is communicated with families and others in the educational community.

Organizer/Presenter(s):

Dorothy Goff Goulet, Ph.D., Maple Run Unified School District, St. Albans, VT

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

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

130. Moving Students from Novice to Intermediate Speaking: Many Techniques

Learn many techniques to help your students move from the novice level to the intermediate level of ACTFL's Can Do Interpersonal Speaking. You can implement these techniques in your next class. Increase student communication through high-interest and culturally-rich activities in a mixture of whole class and pair activities. You will participate in many activities as your students would. You will discover how novice students can soon do paragraph level speaking.

Organizer/Presenter(s):

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

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

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

131. Exhibitor Session: No Longer the Lost C – Integrating the Communities Standards

The goals of the Communities Standards take the learning of language and culture out of isolation and into the 21st century. They reflect the purpose for all we do as world language educators, yet, they are often ignored when planning units of study. In this session, participants will collaborate, explore, and share resources and activities that address these goals and that can be incorporated into thematic units of study.

Organizer/Presenter(s):

Elizabeth Sacco, EMC School-A Division of Carnegie Learning,

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

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

132. Exhibitor Session: Project-based Learning (PBL) in Spanish Language Teaching

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

Organizer/Presenter(s):

Ane Munoz, Enforex/don Quijote, Madrid, Spain

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

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

133. Exhibitor Session: National Spanish Examinations and Assessments

This session will focus on the content and administration of the National Spanish Assessments (NSA) and National Spanish Examinations (NSE), the most widely used standardized tests of Spanish in the US. The presenter will discuss exam content, how the NSE and NSA measure both proficiency and achievement based on content and performance standards, online test administration procedures, and how the exams can be used as formative and summative assessments. Participants will be introduced to the many scholarships, study abroad opportunities, and awards available for both students and teachers.

Organizer/Presenter(s):

Salvatore Muffoletto, National Spanish Examinations

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

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

134. Exhibitor Session: Exploring Language and Culture with Google Earth

You may be familiar with many of the great educational features of Google Earth. In this session, we will look at practical and fun ways you can use Google Earth to incorporate research, writing, and technology skills into your world language and TESOL instruction. Google Earth can also be a powerful tool for encouraging your students to think about cultural competence and perspective. Help your students prepare for their upcoming trip, reflect on their past travels, or explore the world from the classroom by creating annotated tours with Google Tour Builder. Share a lesson with your students that uses Google Earth to inspire thinking across all disciplines to uncover evidence, draw conclusions, and answer questions with solid reasoning.

Organizer/Presenter(s):

Robert Moreno, WorldStrides

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

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

135. NNELL Networking "Un-Con" Share Session

The NNELL Networking Share Session is an opportunity for early language educators Pre-K - 8 to meet for an open discussion to swap ideas and professionally connect with early childhood, elementary, and middle school world language educators from around the region. This will be run in an "un-conference" style session to foster ideas, conversation, and most importantly, engagement among attendees. Need some ideas? Need to vent? Need some guidance? Have something to share? Come chat with us!

Organizer/Presenter(s):

Marissa Coulehan, Dobbs Ferry School District, Dobbs Ferry, NY

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

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

136. Collegial Classics Colleagues Roundtable

This presentation will continue the discussion among Classics teacher about the amazing benefits and difficulties we face as Classics teachers. There will an opportunity to "talk shop" with colleagues, celebrate our successes, set goals, and discover strategies to tackle issues we may be having. Mentorship programs will also be discussed and encouraged. All Classics teachers are welcomed and encouraged to attend.

Organizer/Presenter(s):

Maureen Lamb, Kingswood Oxford School, West Hartford, CT

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

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

137. Differentiated Instruction with Telecollaborative Conversation

In this session, the presenter will describe and unpack a survey that students took after completing a semester-long telecolaboration. The survey includes questions that help us learn about the partnership from the students' perspective. The presentation examines the results obtained from mapping students' oral performance throughout the semester, looking specifically at vocabulary usage, length of conversation, and sentence complexity. Additionally, the presenter seeks to find evidence that prove the effectiveness of using these telecollaborative conversations as means to offer differentiated instruction. The survey and the analysis of the students' oral performance help shed light on the outcome of this practice and may also be helpful in guiding future practices.

Organizer/Presenter(s):

Sarab Al Ani, Yale University, New Haven, CT

Intended audience(s): Post-secondary **Keyword:** Instructional strategies

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

Lunch Break

138. LILL Networking Meeting (Lunch)

12:30–1:35 p.m.

This is a closed session for LILL Cohorts 1-3 and organizing partners.

Organizer/Presenter(s):

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

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

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

Friday, February 14, Session 3, 1:45–2:45 p.m.

140. Best of State - TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

141. Embracing Learning Differences in the Foreign Language Classroom

In order to make world language learning accessible to all types of students/learners, this presentation aims to share personalized multi-sensory approaches to reach students with dyslexia, auditory processing disorder, and short-term memory retention. This experience will provide the teachers with an inside view of the struggles that students experience in the classroom and aims to generate empathy for better emotional support of these learners. This presentation is based on the research of Orton Gillingham's framework for language processing disorder. This author's method will be applied in the foreign language classrooms from beginning to advanced levels. The presentation will also provide kinesthetic activities that students can use inside and outside of the school learning environment.

Organizer/Presenter(s):

Clara Gorman, Ethical Culture Fieldston School, New York, NY

Maria Nebres, The Dalton School, New York, NY

María G. Gonzalez-Gil, Trevor Day School, New York, NY

Intended audience(s): PreK-8

Keyword: Professional development

Language(s) spoken: English

Examples in: English

142. **Featured Session:** Proficiency in the Immersion Classroom: What Can They Discuss?

Dual Language Immersion education is focused on content learning through two languages. How do teachers take what we know about proficiency growth and apply it to the immersion content classroom? This session will show you how to engage your students in ways that focus on their proficiency development AND their content understanding. Leave with great ideas and strategies to use right away in your dual language classroom!

Organizer/Presenter(s):

Amanda Seewald, MARACAS / Learning Kaleidoscope, New Jersey

Intended audience(s): Elementary

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: Spanish

143. Learning Spanish Through Culturally Thematic Units: El Camino de Santiago

A language can not be separated from its culture. For this reason, we have created a six-week unit that takes students through the practices, products, and perspectives of the Camino de Santiago in Spain. This unit full of interpersonal, interpretive and presentational activities is geared to intermediate-level Spanish language learners. Attendees will learn how to engage all students through a thematic unit that includes a range of topics including: the history of the Camino, what to bring, advice for future pilgrims, and more. Attendees will walk away with a variety of resources to use in the classroom.

Organizer/Presenter(s):

Stephanie Serafin, Ridge High School, Basking Ridge, NJ

Kara Rabouin, Ridge High School, Basking Ridge, NJ

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

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

144. Verbal Strategies and Visuals to Encourage Target Language Use

In this workshop, we will present a variety of verbal strategies and ideas for using visuals in the world language classroom in order to encourage use of the target language by both students and teachers. An emphasis will be placed on using visuals that are representative of the diversity in our communities. We will demonstrate by using tools that have helped us accomplish our goals, such as posters, relevant books, Google Slides, Pear Deck, Quizlet, Quizziz, Thinglink and Canva.

Organizer/Presenter(s):

Brigid Le Minez, Professional Children's School, New York, NY

Emmanuelle Loriot Apruzzese, Lawton C. Johnson Summit Middle School, Summit, NJ

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

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

145. Creating a Positive Classroom Community Through Student Reflection

To effectively manage a classroom, teachers must prioritize building positive, compassionate classroom communities that engage learners. This session will provide information on guiding classroom communities, minimizing disruptions, and developing class routines to help students stay engaged and focused on learning. The presenters will explore ways to hone students' linguistic skills such as listening, cultural sensitivity, and humor in order to build rapport and provide all students with opportunities for learning. Presenters will use a PowerPoint presentation, demonstration techniques, and videos of actual Chinese classes to engage the audience in understanding how to implement an emotionally positive classroom environment.

Organizer/Presenter(s):

Janice Dowd, Ed.D., Teaneck Public Schools, Teaneck, NJ

Lucy Lee, Livingston High School, Livingston, NJ

Jingjing Wu, West Hartford Public Schools, West Hartford, CT

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

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

146. Launching a Learner-active World Language Classroom

In today's classrooms, student motivation and engagement play a crucial role in the effective acquisition of a second language. Research shows that our learners benefit greatly from differentiated, student-centered practice, but what does this look like in a world language classroom? This workshop will provide you with the framework you need to create authentic problem-based tasks for your units resulting in a more meaningful world language experience. The approach is a balance between information about tools to support a "student-centered" mindset, and some workshop time to get acquainted with student-centered strategies such as small group lessons, activity menus, learning centers, and facilitation tools to monitor the progress of your students.

Organizer/Presenter(s):

Tanya Stevenson, Morris Hills Regional School District, Rockaway, NJ

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

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

147. Meeting the Needs of Spanish Heritage Speakers

This session presents the process of developing and articulating a program for Spanish for heritage speakers at the high school level. The presentation describes the rationale, design, and implementation of AP-aligned units of instruction across three levels, with an overview of classroom-tested themes, projects, assessments, and feedback strategies. The presenters will demonstrate how their students' specific needs and assets were the driving forces to develop curriculum and instruction that promote literacy skills and cultural heritage knowledge.

Organizer/Presenter(s):

Carmen Crisóstomo-Lenz, Danbury Public Schools, Danbury, CT

Patricia Clúa, Danbury Public Schools, Danbury, CT

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

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

148. For Real? Making our Classrooms Truly Communicative

Do your learners discover new things about themselves and one another in your classes? Are you learning along with them? Is real communication your classroom reality? Come explore ways of putting authenticity at the core of your class through use of texts and tasks that make students reflect and want to talk. If what you're saying is real, they will! Attendees will engage in sample activities and tasks that can be modified for all levels.

Organizer/Presenter(s):

Douglass Crouse, Sparta Township Middle School, Sparta, NJ

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

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

149. What's APPening?

Looking for new tech tools to help your WL learners of multiple levels across multiple languages? We will be exploring and highlighting several websites and mobile applications that supplement WL learning. The sites and apps used are: LingoDeer, Memrise, HelloTalk, Babbel, Mosalingua, and Flipgrid. We will share classroom application use for these tools and examples of student work. Though examples are from high school classes, most tools are appropriate for middle school as well.

Organizer/Presenter(s):

Kim OuYang, Westfield High School, Westfield, NJ

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

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

150. Multimodal Literacies: Generating L2 Learning Opportunities for All

Foreign-language instruction at the intermediate and advanced levels ought to engage learners through authentic and culturally rich opportunities that foster intercultural awareness and communicative competence. Using multimedia from the francophone world (text, video, art, and music) and taking into account students' multiple intelligences, this presentation will showcase lessons and strategies that effectively appeal to a variety of learners. The presenters' selection of task- and content-based assignments will illustrate ways to develop students' linguistic skill set and three modes of communication, strengthen higher-level thinking skills, and foster intercultural communicative competence.

Organizer/Presenter(s):

Alexandra Reuber, Tulane University, New Orleans, LA

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

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

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

151. Exhibitor Session: Differentiated Instruction in a Multi-levelled Classroom

How do we take into account different learners' levels in our classrooms? How do we engage groups of students in meaningful tasks when their individual linguistic needs are different? How do we introduce student-centered instruction in a collaborative environment? This presentation offers varied insights and ideas on how to use differentiated instruction during collaborative, complex, and meaningful pedagogical tasks in multi-level classrooms.

Organizer/Presenter(s):

Lorianne Morache, AQEFLE, Québec

Intended audience(s): Post-secondary **Keyword:** Instructional strategies

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

152. Exhibitor Session: Linguascope.com – Helping Schools Deliver their Language Curriculum

Linguascope is an award-winning website offering interactive resources in French, Spanish, German, Italian, Portuguese, Mandarin Chinese, Arabic, Russian, Polish, Welsh, Scottish Gaelic, Maori, and English to match curriculum requirements. The content ranges from elementary to intermediate level (6 to 16 years old). Organized in topic areas, the materials are presented via a host of immersive multimedia activities. Teachers can also create their own resources as well as access a range of ready-made content. In the United-Kingdom, 80% of the schools subscribe to Linguascope, with 99% renewing after their first year. Come and discover why so many teachers view Linguascope as an indispensable tool... and what you have been missing!

Organizer/Presenter(s):

Stephane Derone, Linguascope

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

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

153. Exhibitor Session: La naissance du Canal du Midi

Head to the south of France, discover the Occitan region through the construction site of Paul Riquet. At the time it was in competition with Versailles and was the revolution of the 17th century! The Canal du Midi is one of the oldest canals in Europe still in operation. Since 1996, it has been included on the UNESCO World Heritage List. Take the time to travel with us and maybe we will find ourselves in the South of France!

Organizer/Presenter(s):

Jean François Pouget, Hérault Tourisme

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

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

154. Exhibitor Session: Teaching and Promoting French in the 21st Century

Learn how the AATF is positioning itself for the 21st century with new materials, new projects, and new services for members. These include four new publications on IPAs, cinema, legends, and Martinique, a brand new website linked to social media and online advertising, new French standards, and upcoming conventions in Trois-Rivières, Québec, in New Orleans, France, and San Diego. Participants will receive sample materials, a tour of the online resources, and ideas for how to integrate these resources in the classroom.

Organizer/Presenter(s):

Jayne Abrate, AATF

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

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

155. Mixed-language Living-learning Communities: Empowering Student-driven Intercultural Learning

This session will present a model for a scalable mixed-language residential living-learning community designed to build both linguistic and intercultural communicative competence through student-led community cultural programming, peer-to-peer cultural presentations, and informal student interactions across proficiency levels and languages. Students of varying levels (intermediate to native speaker) leverage their prior knowledge, personal experiences and interests, and instructor-scaffolded independent research to collectively identify and analyze cultural products and practices and to compare linguistic structures across languages. Students demonstrate their growing cultural competency through culturally appropriate student-led community events related to a central theme.

Organizer/Presenter(s):

Lillie Webb, Ph.D., Boston University, Boston, MA

Intended audience(s): Post-secondary **Keyword:** Communities/Workplace

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

156. Italian as a Second Language and Improvisational Theatre: New Strategies

This session will introduce a special course developed at La Scuola d'Italia Guglielmo Marconi, in New York City. Language learning/teaching and acting training share constructs and practices - both of them experiment with language and point at achieving effective communication. The target of our workshop are students from 6th to 8th grade with an elementary linguistic competence, some learning differences and disabilities, and tendencies to develop passive bilingualism. Activities in the workshop do not consist of plays in a foreign language to promote language learning, but rather focus mostly on improvisational exercises. The workshop will showcase some of the activities developed during the current scholastic year and the benefits observed throughout our classes.

Organizer/Presenter(s):

Daniel Bellissimo, La Scuola d'Italia Guglielmo Marconi, New York, NY

Massimo Zordan, La Scuola d'Italia Guglielmo Marconi, New York, NY

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

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

157. Games and Brain Breaks to Keep the Class Moving

Are you looking for authentic activities to improve student engagement? Do these activities promote speaking in the target language? The use of a student-centered approach can be the answer. Learn strategies and games to implement in your classroom, and how these strategies align with the ACTFL standards. The session will begin with a think-pair-share activity to encourage participants to activate their knowledge and we will provide examples of activities they can use to implement a student-centered approach. We will demonstrate several techniques by encouraging teachers to participate in games and brain breaks.

Organizer/Presenter(s):

Fadi Abughoush, Lindblom Math and Science Academy, Chicago, IL

Brittany Kam, Lindblom Math and Science Academy, Chicago, IL

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

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

Friday, February 14, Session 4, 3:00–4:00 p.m.

160. Best of State - TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

161. Modifications and Accommodations Made Easy for Students with Learning Differences

Are you looking for strategies to help you meet the needs of learners with disabilities while maintaining a standards-based class? Learn useful and practical strategies to modify and accommodate instruction and assessments in all three modes of communication presented by a multi-certified special education, world language, and ESL teacher. Gain a background on learning disabilities. Make sense of individualized educational plans and learn how to implement modifications/accommodations in a way that benefits all students yet still focuses on proficiency. Discover how integrating various learning strategies and simple modifications can not only meet the needs of all learners but also spice up your classroom.

Organizer/Presenter(s):

Glennysha Jurado-Moran, Piscataway Township Schools, Piscataway NJ

Intended audience(s): PreK-12

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: Spanish

162. **Featured Session:** Building the Bridge to Output: Formative Assessments for All Learners

How do we ensure that all students are able to successfully “cross the bridge” from input to output? Checking for understanding and using formative assessments in all modes is key to supporting student gains in proficiency. Participants will receive a variety of formative assessments to be used with novice and intermediate learners in different units and contexts. These tools allow teachers to provide timely feedback ensuring that learners move from comprehensible input to comprehensible output. Formative assessments allow learners to engage in self-reflection and teachers to modify instruction. This is a partner-session to Jessica Haxhi’s presentation “Building the Bridge to Output with Scaffolding for All Learners.” Attendance at both is not required, but encouraged to make connections.

Organizer/Presenter(s):

Lea Graner Kennedy, Stonington High School, Stonington, CT

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

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: French and Spanish

163. Sociedad Honoraria Hispánica - Sharing Chapter Successes

Are you a sponsor of La Sociedad Honoraria Hispánica or interested in starting a new or reactivating a former chapter at your school? Please join us, the president elect and the Region 1 director, in a discussion about all things SHH. We will exchange ideas on how to get your students actively engaged at local and national levels by discussing the process for submitting to Albricias and to our poster contest, senior scholarships, junior travel awards, sponsor and chapter awards, and our national service project. ¡Todos a una!

Organizer/Presenter(s):

Christina Gauss, Sociedad Honoraria Hispánica, Rumson, NJ

Claudia Decker, Sociedad Honoraria Hispánica, Nashua, NH

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

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

164. Using Authentic Resources to Build Interpretive Skills

Get your students engaged and using real language in real-life situations. In this session, presenters will showcase a variety of apps, activities, and ideas to bring authentic materials into the classroom to make learning more real and enjoyable for students while building their interpretive skills. Our presenters are experienced teachers of Spanish, French, Italian, and Chinese; they will demonstrate how different types of authentic resources can be adapted to different levels in middle and high schools. Ample time will be given for the participants to ask questions and to discuss ways to tweak the activities for their own students. Handouts and sources of activities and authentic resources will be provided.

Organizer/Presenter(s):

Lucy Lee, ED.S., Livingston High School, Livingston, NJ

Carolyn Sanchez, Livingston High School, Livingston, NJ

Michael Santoro, Heritage Middle School, Livingston, NJ

Soukeyna Diop-Tall, Livingston High School, Livingston, NJ

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

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

165. WICOR-ize your World Language Classroom: Strategies for All Learners

This session focuses on utilizing AVID WICOR strategies in the world language classroom to help create more meaningful learning opportunities for all learners. Many schools across the U.S. have implemented AVID, but what does it look like in the world language classroom? WICOR, which stands for Writing, Inquiry, Collaboration, Organization, and Reading, includes best practice learning strategies that can be utilized in every level and language. Some WICOR examples that will be highlighted are interactive notebooks, word walls, and focused note taking. Participants will leave with concrete examples of what these look like in a world language classroom. Examples provided can be applied to other languages and levels as well.

Organizer/Presenter(s):

Holland Schnittger, Thomas McKean High School, Wilmington, DE

Christopher Wendel, Middletown High School, Middletown, DE

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

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

Friday, February 14, Session 4, 3:00–4:00 p.m.

166. The Look of Language: Visual Literacy and Immersion Language Teaching

What is visual literacy and what role does it play in the globally-focused, immersion classroom? This session places the image as the anchor for interpretive and interpersonal communication in the learner-centered classroom. Visual literacy is a 21st century skill, which engages all learners in our classrooms. How can the image lead to the word? Join us and explore varied curricular pieces at the novice through intermediate levels of proficiency. Discuss our lesson design and learn about how we integrate this into current curricula.

Organizer/Presenter(s):

Christopher Gwin, University of Pennsylvania, Philadelphia PA

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

Ester Eichler, Abington HS, Abington PA

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

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

167. Engagement Strategies at the Intermediate and Advanced Levels

Many teachers use kinesthetic learning strategies at the novice level. However, after implementing these strategies and better understanding their use in the novice level classroom, the presenter discovered how these same strategies might look different, while being equally effective with intermediate and advanced learners.

Organizer/Presenter(s):

Michelle Cotnoir, Hopkinton Middle High School, Contoocook, NH

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

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

168. Creating Classrooms for Equity and Social Justice

During this session, the presenter will explore gender equity in Spanish-speaking countries. The participants will reflect upon social justice issues and engage in activities that will promote a more equitable society while increasing language and cultural proficiency. Language learners will also make connections across disciplines and develop 21st century skills. Social justice is a value that should be integrated into the curriculum as it helps work toward building a society that celebrates diversity and equality. Learning about gender equity supports the idea that individuals, regardless of their gender, have equal access to resources, and receive equitable treatment.

Organizer/Presenter(s):

Katia Marticorena, Arlington High School, Arlington, MA

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

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

169. Unpack that Image

Graduate from consumer to critic by learning about principles of design, composition, and visual weight in order to understand why certain images are more powerful than others. Discover how our brain processes logos, photos, posters and other illustrations. Then apply this information to a variety of images including the photographs of Graciela Iturbide and of stills and posters of well-known movies. Consider how this information may be used by students to visually represent their understanding of texts and films, thereby allowing for a deeper analysis and critique. And finally, use images as a springboard for intercultural learning and visual literacy.

Organizer/Presenter(s):

Susan Griffin, Boston University, Boston, MA

Amina Shabani, Ph.D., Boston University, Boston, MA

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

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

170. Approche à l'apprentissage linguistique basée sur l'histoire d'"Un Village français"

In this session, we present an intermediate French course that integrates the French television series "Un Village français." In this course, students gain proficiency through engaging target language communication and critical thinking that encourages 21st century skills. The course implements a story-based approach that facilitates understanding and promotes extended discourse, helping teach students about France during WW II and the Shoah.

Organizer/Presenter(s):

Sarah Bilodeau, Ph.D., Newton North High School, Newton, MA

Andrea Javel, Boston College, Chestnut Hill, MA

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

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

171. Exhibitor Session: Take It From the Students: Relevant and Authentic Class Content

Student buy-in is a challenge impacted by class structure and relevance of content. Students are a wealth of information and need to be part of the language learning process. The needs, interests and anecdotes of the students are a mine of relevant material that induces buy-in and engagement. This session explores and expands the information students bring to class, and ways to employ it to aid in second language acquisition. Strategies to identify and develop authentic student realia will be exemplified in this session. This interactive session will collaboratively demonstrate several examples of class formats that achieve 100% target language usage and maximal engagement. Five specific strategies will be shared to help keep the content authentic; these strategies can be used immediately.

Organizer/Presenter(s):

Jaclyn Hathaway Rubé, Independent Consultant, Nashua, NH

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

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

172. Exhibitor Session: Teaching the Multitudes: Making Resources Work for All Levels

As teachers, we're used to working miracles and doing a lot with limited resources. Whether we are stretching our time, our money, or our resources, we have to make the most of what we have. During this session, the presenter will discuss the core practice of using authentic resources, how to find them, and how to differentiate tasks so that your resources are comprehensible and meaningful for various levels of students.

Organizer/Presenter(s):

Michael Griffin, Carnegie Learning

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

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

173. Exhibitor Session: Ven a conocer España

This session is intended for teachers or college students who want to get to know Spain better, either by visiting our country through programs like the "Cultural Ambassadors - North American Language and Culture Assistants in Spain" or by using resources that can get teachers and students closer to us. At the end of this session, we expect to increase teacher and student awareness about the opportunities offered through Embassy of Spain programs.

Organizer/Presenter(s):

Carmen Garcia Arguelles, Embassy of Spain Education Office, New York, NY

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

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

174. Exhibitor Session: Creating Connections Through Children's Literature

Reading is one of the most important learning tools at our disposal. It can transport us to another world, allow us to become another for a brief moment, fire up the imagination and creativity, bring wonder and, most importantly of all, ask questions. As an authentic resource, add to this the exposure to language structures, vocabulary and culture that allows for comparisons and connections to be made and discussed. In this session explore how to select appropriate reading material that supports your methodologies, learning objectives, and unit themes. Explore various cross-discipline activities based on the literature selection and finally, gain some strategies to adapt an authentic literature selection to the level of your students.

Organizer/Presenter(s):

Monica Lluch, Vista Higher Learning

Intended audience(s): PreK-8 **Keyword:** Culture/Literature

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

175. Teacher of the Year Nominees Networking Session (closed group)

This is a closed meeting for 2020 NECTFL Teacher of the Year nominees.

Organizer/Presenter(s):

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

Margarita Dempsey, Smithfield High School and Bryant University, Rhode Island

Friday, February 14, Session 4, 3:00–4:00 p.m.

176. Empathy, Diversity, and the Teaching of Culture

Presenters will discuss definitions of empathy and methods for developing empathy in students. These definitions and methods will be connected to the ACTFL World-Readiness Standards for Learning Languages as well as emphasized as a way to promote intercultural competence in language learners. Empathy will be discussed as a main component of culturally responsive teaching and learning, with examples of how increased empathy across cultures leads to decreased bias.

Organizer/Presenter(s):

Sarah Lindstrom, Ed.D., Glastonbury Public Schools, Glastonbury, CT

Andrea Bohling, Glastonbury Public Schools, Glastonbury, CT

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

Keyword: Diversity

Language(s) spoken: English

Examples in: Spanish and English

177. More Than a Task, Less Than a Project?

Language learners today tend to thrive when given an opportunity to be creative doing authentic and meaningful work. This session will specifically discuss how we can design and implement a smaller scale project that optimally realizes the Project-Based Learning (PBL) approach in daily language classrooms, which is more than a task, but less than a project. The presenters will provide concrete examples of such simplified projects used in Korean language classrooms. In addition, they will share specific guidelines as well as insightful strategies to meet potential challenges involved and discuss how these projects can be adapted to each different proficiency level.

Organizer/Presenter(s):

Jihye Moon, Ph.D., George Mason University, Fairfax, VA

Hye Young Shin, Ph.D., American University, Washington, DC

Intended audience(s): High School & College

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: Korean and English

Friday, February 14, Session 5, 4:30–5:30 p.m.

180. Best of State - TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

181. Best of State - TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

182. **Featured Session:** Building the Bridge to Output: Scaffolding for All Learners

How do we ensure that all students are able to successfully “cross the bridge” from input to output with success? Utilize scaffolds targeted to all of the proficiency levels in your classes, or even in one classroom. Participants in this workshop will explore 4 key scaffolding strategies for both novice and intermediate learners: the use of visuals, sentence starters, differentiated questioning, and graphic organizers. This is a partner-session to Lea Graner Kennedy’s session “Building the Bridge to Output with Formative Assessments for all Learners.” Attendance at both is not required, but is encouraged to build connections to the concept of the “bridge.”

Organizer/Presenter(s):

Jessica Haxhi, New Haven Public Schools, New Haven, CT

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

Keyword: Instructional strategies

Language(s) spoken: English

Examples in: Japanese and Spanish

183. Growing Your Network and Leadership

What keeps you motivated as a language educator? The first five years are critical for keeping educators in the profession through work-based support and opportunities to grow. Identify what institutions, organizations, and networks can do to sustain learning for educators and increase the diversity of our profession. Take action to reverse the teacher shortage and develop every educator's leadership potential.

Organizer/Presenter(s):

Paul Sandrock, ACTFL, Alexandria, VA

Bridget Yaden, Ph.D., ACTFL & Pacific Lutheran University, Tacoma, WA

Howie Berman, ACTFL, Alexandria, VA

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

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

184. Increase Learner Engagement and Program Retention with Motivating Language Credentials

This session will present exciting research on the implementation value of a seal of biliteracy program which simultaneously builds intrinsic motivation and program retention. Language credentials provide tangible rewards including advanced placement, scholarships, and résumé enhancement. A seal of biliteracy is now available to all language learners. Learn how K-16 language programs in both public and private schools can benefit from this exciting program.

Organizer/Presenter(s):

Linda Egnatz, Global Seal of Biliteracy, Frankfort, IL

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

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

185. Multiple Perspectives on Passing the World Language edTPA

edTPA is used for teacher certification purposes across 40 states. It has not only posed a tremendous challenge for student teachers, but also for world language methods instructors, student teacher supervisors, and cooperating teachers. This session presents multiple actors' perspectives on what it takes to be successful on the edTPA. It will describe the adjustments made in the academic program and supporting assessments, exemplars of edTPA portfolios, and supervisor and cooperating teacher's support and needs.

Organizer/Presenter(s):

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

Jayne Ameri, Jericho School District, Jericho, NY

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

Jacqueline Burgos, Manhasset Union Free School District, Manhasset, NY

Intended audience(s): Post-secondary **Keyword:** Policy/Issues

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

186. Selecting Assessments for Heritage Language Programs

This session presents a project to update a free online tutorial about language assessment to better meet the needs of programs serving heritage language learners who have a home or cultural connection to the language they are learning. Presenters will highlight content from the tutorial including updates that respond to heritage program feedback and discuss research about the assessment needs of heritage programs.

Organizer/Presenter(s):

Jamie Morgan, Center for Applied Linguistics, Washington, DC

Megan Montee, Ph.D., Center for Applied Linguistics, Washington, DC

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

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

187. Chill Input

It's easy to feel that, in order to engage students, we need spellbinding content, side-splitting humor, or Herculean energy. But both teachers and students benefit from a calm atmosphere that begins with a mindful approach to teaching. In this session, we will explore ways to help ourselves and our students cultivate mindful calm even while increasing proficiency in the target language, especially through guided and interactive listening tasks. Come for the teaching ideas or to recharge!

Organizer/Presenter(s):

Justin Slocum Bailey, Indwelling Language, Ann Arbor, MI

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

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

188. Bridging the Gap: Developing Global Citizens Through Virtual Exchanges

As world language educators, we help our students develop cultural awareness, linguistic competence, and confidence to use the target language in a globalized world. Virtual language exchange projects are effective resources to achieve this goal. This session will present concrete examples of how to leverage institutional global partnerships to enable virtual interactions with native speakers and enhance students' understanding of language and culture. Each presenter will give an overview to incorporate authentic materials in the virtual partnerships and exchanges. Furthermore, they will highlight how this set-up bridges the gap for those students who may not be able to participate in study-abroad experiences. Handouts will include samples of successful conversations and assessments.

Organizer/Presenter(s):

Adela Penagos, Ph.D., Boston College, Chestnut Hill, MA

Jessica Morones, Rice University, Houston, TX

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

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

189. World Language Full STEAM Ahead!

Although the letters “W” and “L” do not appear in the acronyms STEM or STEAM, that does not mean that world languages cannot be integrated with science, technology, engineering, art, and math. This session will provide teachers with fun and engaging lesson ideas, proven activities and intercultural projects that not only integrate STEAM principles into the world languages classroom but also will add STEAM into your curriculum.

Organizer/Presenter(s):

Mercè Garcia, Dexter Southfield, Boston, MA

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

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

190. Proficiency Power: How Well Do They Know the Language?

Do we really know the levels of proficiency of our world language students? This session will explore how the Herricks Public Schools used AAPPL assessment results for its world language and immersion programs to answer that very question. Armed with the wealth of data the assessment provides, we were able to provide parents, administrators, and teachers with additional evidence of the overall impact of our programs on students. Our teachers used the data to reflect and strengthen the programs by focusing their lessons more on authentic language by integrating the three modes of communication. AAPPL data will help either confirm all students are on track or it will challenge you to focus on ways to further articulate your program. Come and hear our story!

Organizer/Presenter(s):

Francesco Fratto, Herricks Public Schools, New Hyde Park, NY

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

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

191. Exhibitor Session: How 'bout them AAPPLs? The Value of Proficiency Testing

In this session, take an in-depth look at the data produced by ACTFL Assessments (especially the AAPPL) as they are administered on school, district, and state levels. Explore how these innovative online tools keep learning in the forefront and provide tangible evidence of interpretive, presentational, and interpersonal (that's right, interpersonal!) abilities. Our focus will be on the robust national reporting system that is new to the 2020 AAPPL (in addition to other exciting AAPPL 2.0 upgrades), and how it can be analyzed to fine-tune language programs.

Organizer/Presenter(s):

Andrew Bowen, LTI, the Exclusive Provider of ACTFL Assessments, White Plains, NY & Alexandria, VA

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

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

192. Exhibitor Session: AATG Networking Session for German Teachers

Working in isolation is one of the greatest challenges German teachers face. This networking session will focus on strategies for growing and promoting the German program, addressing instructional issues, and developing mentoring networks. We'll also be discussing strategies to avert German teacher shortages, must-include in a quick advocacy speech, and upcoming professional development opportunities.

Organizer/Presenter(s):

Keith Cothrun, American Association of Teachers of German

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

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

193. Accessing Authentic Resources: 18 Strategies That Go Beyond Questioning

There are so many ways learners can show their comprehension and expand on what they have learned. In and of themselves, authentic resources are highly motivating since they expose learners to everyday use of the target language, make intercultural connections, and bring authenticity into the classroom. But that motivation needs to be maintained through relevance, challenge, and fun! In this session, the presenter will share 18 strategies for supporting learners with comprehension of authentic texts and application of their language skills in meaningful, follow-up tasks.

Organizer/Presenter(s):

Deborah Espitia, Howard County Public Schools, retired, MD

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

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

194. Exhibitor Session: 3 Keys to Unlocking a Novel

Teaching with a graded reader is amazing for creating limitless opportunities for communication. Through the implementation of novels, teachers can capitalize on the cultural information, teach content, foster global citizenship, and develop proficiency. This session will focus on three strategies—dramatization, personalization, and using realia—that will help teachers to engage students while providing rich, communicatively embedded input.

Organizer/Presenter(s):

Craig Sheehy, TPRS Books

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

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

195. Junior High School: Starting the Path to Biliteracy

In this session, presenters will share instructional strategies that have motivated junior high school students to develop their literacy skills in the first year of Korean language class. Various learning activities will be presented through examples of hands-on activities and/or audio and video uploads on Google Classroom. Participants will get some ideas on how to make the most out of the Workshop Model that is aligned with the three modes of ACTFL performance indicators and how to successfully incorporate assessment into the workshop model in order to enhance student motivation, accessibility, and total engagement.

Organizer/Presenter(s):

Hyunjoo Kwon, Ed.D., NYS LANGUAGE RBERN @NYU, New York, NY

Jounghye Rhi, East-West School of International Studies, Flushing, NY

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

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

196. Italian is Cool

This session will focus on grants, scholarships, professional development, and summer programs opportunities available for K-12 students and teachers sponsored by the Italian American Committee on Education (IACE), Calandra Institute, and La Scuola d'Italia Guglielmo Marconi. Join us to learn how to apply for grants for Italian curricular courses (teachers' salary and teaching materials). The presenters will also explore study abroad program opportunities in Italy, field trips to major "Made in Italy" businesses in the New York City area, as well as professional development workshops, offering ideas for creative approaches to teaching Italian in various settings. Italian is cool!

Organizer/Presenter(s):

Ilaria Costa, IACE (Italian American Committee on Education), New York, NY

Berardo Paradiso, IACE

Maria Palandra, La Scuola d'Italia NY, New York, NY

Anthony Tamburri, Calandra Institute,

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

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

197. One Size Doesn't Fit All: Developing Curricula to Embrace Diversity

Teaching less commonly taught languages can be challenging due to the lack of standards-based teaching materials. Consequently, teachers need to develop effective curricula from the ground up and adapt pedagogical practices. This presentation will demonstrate how a Portuguese intermediate level course was redesigned using principles of Backward Design, ACTFL's 5Cs, and Integrated Performance Assessments in order to address the linguistic and cultural diversity of heritage speakers from various Portuguese-speaking countries and those, whose native language is Spanish.

Organizer/Presenter(s):

Celia Bianconi, Ph.D., Boston University, Boston, MA

Cristiane Soares, Ph.D., Tufts University, Medford, MA

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

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

Friday, February 14: Other

198. Awards Photography, 6:00–6:30 p.m.

This is a closed event for 2020 NECTFL award winners.

199. NECTFL Awards Ceremony and Reception, 6:30–7:30 p.m.

Join us as we recognize our 2020 NECTFL award winners, NECTFL Teacher of the Year (TOY), and all Northeast Region TOY candidates.

Saturday, February 15

Early Morning Yoga

6:45–7:30 a.m.

Free yoga sessions for all levels and all stages of practice! Join Jennifer Schwester, RYT-200, aka jennyzenyoga, for this early-morning yoga class. Start your day with breathing techniques and poses that will keep you calm but energized throughout this amazing conference. All poses will be modified so that everyone can participate. Please bring a yoga mat or towel with you and wear comfortable clothing. Namaste! (Note – this is not applicable to PD hours.)

Organizer/Presenter(s):

Jennifer Schwester, jennyzenyoga

200. NADSFL/NCSSFL Breakfast 7:00–8:00 a.m.

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

Saturday, February 15, Session 6, 8:45–9:45 a.m.

201. Best of State - TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

202. Best of State - TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

Saturday, February 15, Session 6, 8:45–9:45 a.m.

203. **Featured Session: Real Lesson Planning for the Dual Language Classroom**

The session will focus on authentic lesson planning for the DL classroom, while aligning with the 3 goals of dual language: bilingualism and biliteracy, grade level achievement in both program languages, and sociocultural competence. Via the C6 Biliteracy Framework, we can create access to grade level standards by valuing students' entire linguistic and cultural repertoires. Chinese/English and Spanish/English lesson examples will be shared during the session.

Organizer/Presenter(s):

José Medina, Ed.D., Dr. José Medina Educational Solutions, Silver Spring, MD

Stacy Stephens, International School of Beijing, Beijing, China

Larry Leaven, Dalton School Hong Kong, Hong Kong

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

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

204. **Planning for Proficiency with the Brain in Mind**

Want to shake things up in your classroom? Deepen your understanding of the learning brain. Knowing more about the brain and how it learns equips teachers to plan for and implement instruction in a way that responds to the way learners process instruction - making a direct impact on language acquisition, student target language use, and proficiency growth. This session addresses classroom applications of key research findings that will make a difference!

Organizer/Presenter(s):

Greta Lundgaard, National Foreign Language Center, College Park, MD

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

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

205. **Simple Steps to Keep Your Students Speaking in Spanish**

Worried because your students do not use the target language in your classes? Learn about advantageous and motivating activities, techniques and resources that will engage your students and make them use the target language all the time in the classroom. Moreover you will gain information about how to help your students love the language and feel comfortable speaking in Spanish about any topic. Note: This presentation will also give examples that will be helpful in immersion programs.

Organizer/Presenter(s):

Marta Hernandez, Ed.D., Memorial Elementary School, Upton, MA

Intended audience(s): Elementary **Keyword:** Instructional strategies

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

206. STEM-focused Immersion Learning

The presenters will walk participants through the six-week unit Building Bridges, which consists of sequential sets of concepts, and builds towards a final project. Video excerpts of classroom activities will be shown, allowing participants to observe students learning to differentiate between stability and strength in different types of bridges using different materials, as well as designing their own bridges using the scoring sheets. Participants will learn how to effectively teach subject matter using the target language as the vehicle for instruction in an immersion setting that is infused with cultural awareness.

Organizer/Presenter(s):

Xiaoyin Ma, HudsonWay Immersion School, New York, NY

Qinjuan Wu, HudsonWay Immersion School, New York, NY

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

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

207. Planning for More Universal Design in the Foreign Language Classroom

Learners come with a variety of preferences, challenges, and strengths. While differentiated teaching is generally accepted, common classroom strategies and assignments often create barriers, e.g. for students with processing difficulties (speech or visual). This presentation examines examples of popular activities and features of language courses for their inherent assumptions about abilities and presents redesigns (e.g. alternate oral presentation formats and visually accessible materials) which allow individual students to demonstrate their abilities in the target language in more flexible ways. Examples will provide a springboard for discussion about various strategies for moving language teaching practice in the direction of more Universal Design for Learning (UDL).

Organizer/Presenter(s):

Silja Weber, Ph.D., Columbia University, New York, NY

Jutta Schmiers-Heller, Columbia University, New York, NY

Isabelle Egger, Columbia University, New York, NY

Hazel Rhodes, Columbia University, New York, NY

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

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

208. Let's Talk: Comparing Cultures in the Novice Classroom

Nervous about preparing novice learners for upper-level classes? Presenters will share how to structure a series of lessons to prepare novice level learners for a cultural comparison task inspired by the Advanced Placement (AP) exam. Applicable even for schools where AP is not offered, as teachers will leave with new ideas and strategies about how to teach culture through authentic contexts at the novice level.

Organizer/Presenter(s):

Cassie Krawczyk Shulman, North County High School, Glen Burnie, MD

Cora Hofstetter, North County High School, Glen Burnie, MD

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

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

209. Engaging World Language Learners with Culture and History

Participants in this session will be engaged in a discussion of historical memory. The presentation will outline the steps I took in developing a course for undergraduates on the themes of the Spanish Civil War. Participants discuss how they remember historical events, and then we will view materials in Spanish and in English which my students used to discuss how a society deals or does not deal with tragedies and social abuses. I will share materials regarding the history and literature of Spain during the Civil War, Franco's dictatorship, and the Transition. Participants will view samples of student projects which compare historical memory issues in Spain with another country. This is a project which can also be used in advanced high school Spanish classes.

Organizer/Presenter(s):

Patricia Smith, Tufts University, Medford, MA

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

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

210. Reading Strategies to Improve Language and Cultural Proficiency

The presentation will explore the topic of natural disasters using various literary genres from Spanish-speaking countries to improve intercultural and interpretive communication. By using works from literary authors like Neruda and Allende, language learners will also be able to make connections across disciplines and develop 21st century skills. Teaching about natural disasters shows the value of learning the key elements of scientific study. This unit enables students to become aware of their role as global citizens and allows them to engage actively in society to confront social injustices.

Organizer/Presenter(s):

Christina Toro, Arlington High School, Arlington, MA

Katia Marticorena, Arlington High School, Arlington, MA

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

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

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

Next Generation Standards? Advanced literacies? Authentic discourse community? Best practices for multilingual/English-language learners? Have you heard these terms? Within our language classrooms, we have a world of possibilities, and we aim to engage all our learners, which may include MLLs/ ELLs. The presenter will make the theoretical and practical connections between advanced literacies, which are the foundation of the Next Generation ELA Standards for New York State and an important framework for MLL/ELL instruction, and ACTFL's high-leverage (core) practices to promote authentic language learning for every student.

Organizer/Presenter(s):

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

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

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

212. Exhibitor Session: Cultural Games for the Spanish Classroom

Presenters will introduce and demonstrate various original games for the Spanish classroom, highlighting a Day of the Dead board game that takes the students on a trip to the 'mercado' to purchase the items for their Day of the Dead celebration. The presenters will also demonstrate escape-room type games with a cultural focus where students will work together to solve riddles and discover clues that will enable them to open a variety of locks in order to gain access to a prize. All games were designed and created by the presenters and used in their classrooms.

Organizer/Presenter(s):

JoDee Sattazahn, Viva La Clase

Carmen Alessi, Viva La Clase

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

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

213. Exhibitor Session: Comprehensible Novels as the Basis for Instruction: Yes, Really!

Don't let the word "novel" cause any stress! Using a book that is written for students in language that they can understand is not only easy, it is a whole lot of fun! In this hour, Jennifer Degenhardt and Alicia Quintero, authors of several comprehensible novels in Spanish, French and English, will share with participants how a compelling novel can act as the springboard for just about everything that teachers want to provide for their students: great vocabulary, grammar in context, culture, history, social issues and more. Come ready to dig in with the author and college-level Spanish teacher as she helps you create activities that you can use—even with short stories—immediately!

Organizer/Presenter(s):

Jennifer Degenhardt, Puentes LLC

Alicia Quintero, Walter Payton Prepratory High School, Chicago, IL

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

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

214. Exhibitor Session: From Authentic Resources to Authentic Assessments

The use of authentic resources provides opportunities to connect learners to both the language and the cultures under study. Such materials offer a window into the everyday lives of people who speak the target language; and as a result, encourage learners to engage in authentic interpretive, interpersonal, and presentational tasks that can provide formative or summative feedback on their performance. This session examines different kinds of authentic resources available along with a variety of task-types which lend themselves to authentic assessment tasks.

Organizer/Presenter(s):

Jay Ketner, Wayside Publishing

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

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

215. Exhibitor Session: Engaging All Spanish Learners: Personalized, Task-based and CALL Learning Projects

How can we better engage all of our Spanish students? Recent graduates from SOU's Summer Language Institute (MA in Spanish Language Teaching program) in Guanajuato, Mexico, share the results of their action research projects, conducted in three different high schools. The first project investigated the effects of personalized learning on students' engagement and achievement in high school Spanish. The second project studied how to best serve receptive bilinguals, who do not have the speaking or writing skills to be placed into an advanced level of language, and found that task-based language teaching helped these students while still meeting the needs of the novice L2 learner. The third project examined the use of speaking activities using Flipgrid for heritage language learners.

Organizer/Presenter(s):

Anne Connor, Ph.D., Summer Language Institute for Spanish/French Teachers

Michelle Richau, Frewsburg Central School, Frewsburg, NY

Kathryn Fahey, The Chicago High School for the Arts, Chicago, IL

Leonel Reyes Benitez, Lyons Township High School, LaGrange, IL

Enrique Chacon, Ph.D., Southern Oregon University, Ashland, OR

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

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

216. Foreign Language Advocacy and the Opportunity to Learn Another Language

Foreign language proficiency and cultural knowledge are essential skills both globally and locally, but many US students do not have the opportunity to learn another language. Advocacy can help to increase opportunity and to empower learners, both personally and professionally. Foreign language advocacy is for everyone—for foreign language educators, for foreign language stakeholders in business and government, and for parents and communities. It is a broad umbrella, with room for many voices and many skills. If we work together through our professional associations at all levels, with language stakeholders, and most importantly, with parents and communities, all learners can have the opportunity to learn another language.

Organizer/Presenter(s):

Kathleen Stein-Smith, Ph.D., Fairleigh Dickinson University, Metropolitan Campus, Teaneck, NJ

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

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

217. Risk, Reach, and Relevance: Interactive Activities to Engage All Students

Get ready to participate in a variety of communicative activities that will connect to the conference theme of languages for all. This session will incorporate relevant topics such as problem solving, cooperation, and leadership into the classroom, encouraging students to reach for more language than they possess, take risks in using the target language and make relevant connections. With cooperative games and other dynamics, participants will be a part of the process demonstrating how to engage students in listening and speaking skills with these themes. Activities will demonstrate how to include problem solving, cooperation, and leadership skills as a part of the language class. This can be adapted to different levels in secondary and post-secondary education.

Organizer/Presenter(s):

William Brown, Institute of Notre Dame, Baltimore, MD

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

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

Saturday, February 15, Session 6, 8:45–9:45 a.m.

Saturday, February 15, Session 7, 10:30–11:30 a.m.

220. Best of State - TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

221. Teaching World Languages to Learners with Learning Differences

This session explains how to provide language learning opportunities for every learner, especially for students with learning disabilities. We'll discuss articulated performance assessment tasks and three modes for the inclusive class. The presenters will demonstrate how to align the world language teaching strategies with modes and other features to design the lesson for all learners with different needs. The presenters will share their experience of designing and implementing their performance assessment tasks. You will see how to design an effective lesson using three modes and Backward Design.

Organizer/Presenter(s):

Lingling Xie, Queens College, CUNY, New York, NY

Soojin Choikim, Queens College, New York, NY

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

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

222. **Featured Session:** Gender Neutral Options in Spanish and French for Inclusive Classrooms

This session will present current grammatical correctness in gender-neutral pronouns in French and Spanish, present models of syllabi, materials and assignments, consider some difficulties that may arise from some choices, unpack the strategy behind specific word choices that promote education, inclusion, engagement and empowerment of genderqueer students in a traditionally binary language setting.

Organizer/Presenter(s):

Liliane Dusewoir, Boston University, Boston, MA

Laura Mayron, Boston University, Boston, MA

Heidi Holst-Knudsen, Ph.D., Columbia University, New York, NY

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

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

Saturday, February 15, Session 7, 10:30–11:30 a.m.

223. Developing Literacy with Visual Texts

The use of visual texts in all disciplines invites inquiry and promotes curiosity. Learners work collaboratively to build understanding while engaging in critical thinking and problem solving skills as they focus on what can be learned from a visual text. Participants will engage with a variety of visual texts using visual thinking strategies that are easily adaptable for all ages and disciplines. Effective use of visuals creates purpose for reading, writing, listening and speaking as learners acquire new content and thinking skills.

Organizer/Presenter(s):

Laura Terrill, University of Maryland, College Park, MD

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

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

224. Welcome to the Living Museum: Come Discover Contemporary Hispanic Heroes

This session will provide you with the tools to organize your own living museum. Designed for intermediate level Spanish students in a college setting, this event can be adapted. The presenter will share five years of experience organizing this event. Students select a highly accomplished contemporary Hispanic figure from a teacher-approved list touting names like Pope Francis and Sonia Sotomayor. Students then move on to complete components involving research, writing, presenting and listening. After a month of preparation, students present a brief summary of the accomplishments of their figure at the living museum event. The living museum is a community event where museum visitors listen to 75 Spanish speakers and discover new Hispanic heroes. Clips of the event will be included.

Organizer/Presenter(s):

Sheila Rodriguez, Ph.D., Messiah College, Mechanicsburg, PA

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

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

225. Authentic World Language Connections Through Culture, Experiences and Freedom of Choice

In this presentation, world language educators will explore their diverse classroom populations and begin to formulate ways to infuse the target language culture and the represented cultures within their academic pursuits. The goal is to increase student engagement through understanding and providing a sense of authentic connection to the content. Student representation is a key factor in retention, compassion, and investment – let us see our students shine in the TL by providing ways to showcase who and what they represent!

Organizer/Presenter(s):

Melissa Moran, Science Leadership Academy @ Beeber, Philadelphia, PA

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

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

226. Language for All: Teaching Graffiti for Intercultural Literacy

As authentic manifestations of contemporary language in socio-cultural contexts, graffiti mark territory, include or exclude people, create ever-changing cultural discourse, and reveal social conflicts. Because texts are short, they can be used at all levels. The rebellious nature of graffiti fascinates students as they analyze culturally specific intent and message. This session presents examples in Hebrew and German to address the following: a) What are some themes and how do they reflect Israeli or German culture and issues of social justice? b) How can students make connections while examining cultural products, practices, and perspectives? c) What are effective graffiti-based activities? d) How can analyzing graffiti promote equity, empathy, inclusivity, and interculturality?

Organizer/Presenter(s):

Mira Angrist, Boston University, Boston, MA

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

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

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

227. #SoyMigrante: Incorporating Intersectional Immigrant Stories in a Foreign Language Classroom

In these difficult times for immigrants in the United States and in many places worldwide, it is critical to start creating more dialogues and safe spaces for students to learn about the intersectional stories of immigrants in the foreign language classroom. These stories can set a tone to revise and to see where in our curriculum do we want to incorporate these topics. By using some implicit grammar techniques and unique speaking/writing prompts, teachers can create some unique opportunities to not only "set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement," but also, for helping our students to develop empathy and better understanding of the immigrants here in the U.S. and beyond.

Organizer/Presenter(s):

Abelardo Almazán-Vázquez, The Putney School, Putney, VT

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

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

228. Promoting Student Engagement with Digital Journals in Foreign Language Courses

This presentation introduces the implementation of digital journals as a tool to foster language learners' agency and creativity. Digital Journals are mediated texts in which students put into practice cultural and linguistic features in their own unique ways. These presentational projects maximize students' engagement and develop linguistic and cultural knowledge. After introducing the pedagogical framework 'Learning by Design' in which this project is grounded, presenters will discuss the objectives and assessment materials used, and will demonstrate how digital journals are integrated into the syllabus. Finally, based on examples of teaching sequences and student work, participants will discuss the ways they could implement digital journals in their own language teaching contexts.

Organizer/Presenter(s):

Elyse Petit, Ph.D., Vanderbilt University, Nashville, TN

Meghan McGinley, Vanderbilt University, Nashville, TN

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

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

229. Using Differentiated Instruction to Create a Personalized Learning Experience

The strategies of differentiated instruction allow educators to create a personalized experience for their students in the world language classroom. The presenter will share strategies for differentiating content, process, and product using the research of Carol Ann Tomlinson and her team. Through learning how to differentiate, teachers will be able to create proficiency-oriented tasks and assessments to meet the readiness levels of all learners.

Organizer/Presenter(s):

Valerie Yocco Rossi, Falk Laboratory School at the University of Pittsburgh, Pittsburgh, PA

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

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

230. Tutoring, Retakes, and Redemption: Helping Struggling Students to Succeed

Some students require additional support outside of class. This may be to help them build confidence before an assessment, or it may be to help them recover after a less than stellar performance. In this session, we will look at how we spend our time with our students outside of regular class time, how we can help them recover from disappointing experiences, and how we can put struggling students on a path to success.

Organizer/Presenter(s):

Jim Ventosa, The McDonogh School, Owings Mills, MD

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

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

231. #techlab – see end of Session 7 for complete #techlab listing

232. Exhibitor Session: Kinder Exchange

Kinder Exchange provides French exchanges and other EU language and cultural immersion exchanges of the highest quality. We are here to help you match your child or teen (11 to 18) with a child or teen of another country. Swap your teen with another teen from France, Spain, Italy, Germany or another EU country! We make sure that both teens are the same age, share the same hobbies, and have a similar home environment. It is a great way to learn a new language and experience a different culture. They will both stay with each other for the same length of time (for example, a French child would stay for a week with a child in England, and then the English child would spend a week in France with the French child).

Organizer/Presenter(s):

Laure Colombie, Kinder Exchange, Fontainebleau, France

Intended audience(s): High School **Keyword:** Professional development

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

233. Exhibitor Session: The Ideal Lesson Plan – 10 Steps to Total Fluency

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

Organizer/Presenter(s):

John Conner, Breaking the Barrier, Inc.

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

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

234. Stories, Robots, and Coding

Robots have inspired our first-graders to solve problems together while simultaneously learning the basics of coding. They add a visual-kinesthetic element to stories that engage all learners. Come experience storytelling robotics firsthand and collaborate with others to discuss further applications of storytelling and coding, including tech-free activities.

Organizer/Presenter(s):

Natalia Malone-Hernandez, The Dalton School, New York, NY

Marissa Coulehan, Dobbs Ferry School District, Dobbs Ferry, NY

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

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

235. Up and At 'Em: Moving and Talking in the Target Language

Are you looking for exciting ways to engage your students in the world language classroom? Join us as we explore various activities that get students up and moving while using the target language. Our workshop will focus on effective strategies that make learning seem less like work and more like play. During our session, attendees will actively participate in movement based activities that help increase language production. Participants will leave our session with lesson ideas that can be easily adapted to fit the needs of a variety of language learners, regardless of age or language level.

Organizer/Presenter(s):

Melissa Sarracino, Lawton C. Johnson Summit Middle School, Summit, NJ

Hannah Gallagher, Lawton C. Johnson Summit Middle School, Summit, NJ

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

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

#techlab

231. #techlab

NECTFL #techlab consists of tables led by tech experts, similar to a tech fair. Attendees will come to this session, but instead of sitting down and learning from one presenter only, they will have the opportunity to learn 'à la carte' from several world language educators with expertise in instructional technology. Participants may stay as long as they like with one presenter or browse the tables at their own pace. Please bring a laptop, a tablet, or a mobile device and walk away with a new app or with an innovative tech-infused lesson for your students. All languages and tech skill levels are welcome!

Organizer/Presenter(s):

Deborah Espitia, Howard County Public Schools, retired, MD

231. #techlab Table 1: Engaging Language Lessons with Pear Deck

Pear Deck is an exceptionally engaging educational technology software that seamlessly blends presentation and informal formative assessment. Teachers can easily design presentations in which they simultaneously provide direct instruction and check for student comprehension. Pear Deck also supplies templates for warm ups, closures, and critical thinking, all of which comprise a full package of interactive learning. Teachers can use Pear Deck for a host of language lessons, from cultural content to new grammatical concepts, all the while engaging their students and providing frequent checks for understanding.

Organizer/Presenter(s):

Stefanie Gigante, Ridgewood High School, Ridgewood, NJ

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

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

231. #techlab Table 2: Reduce, Reuse and Recycle in Global Education Learning

Designing and using cost effective materials for world languages classrooms: integrating QR code triggers, augmented reality, Google Maps/Street View, etc. This technology session presentation will examine different combined digital and physical materials for world language classrooms that can be used efficiently in several global environments. The main idea is to explore a variety of low cost student projects for every learner in the 21st century.

Organizer/Presenter(s):

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

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

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

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

231. #techlab Table 3: Gimkit: Engaging and Motivating Assessment

Gimkit is an online assessment tool which can be used for formative or summative work in the world language classroom. Gimkit allows teachers to create quizzes that are then played live or assigned as homework, and students will be able to play the game and earn cash simultaneously. Students are engaged in the process, realizing they can earn cash that can then be used to “buy” items in a teacher (or class) designed store. Students and teachers can keep track of funds earned. Teachers can use accuracy scores to grade students for work being performed. Games can be run for a specific amount of time with students attempting to earn as much money as possible in the given time frame, which serves to reinforce material and improve concepts or vocabulary being studied.

Organizer/Presenter(s):

Samantha Christopher, Brooke Point High School, Stafford, VA

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

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

231. #techlab Table 4: Personalizing Foreign Language Students’ Learning with TES Teach!

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

Organizer/Presenter(s):

Iman Elahmadih, Defense Language Institute, Augusta, GA

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

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

231. #techlab Table 5: Increasing Engagement, Proficiency, and Assessment

This session examines and demonstrates different ways of building student motivation, cultural understanding, learner engagement, and self-confidence through the use of innovative technologies. Join the conversation about combining authentic resources to enhance students' proficiency and different ways to assess it through Web 2.0 tools. Attendees will benefit from learning about a selection of tools suitable for any classroom and will leave with a number of strategies to use in their own classrooms.

Organizer/Presenter(s):

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

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

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

231. #techlab Table 6: Let Technology Steam Up Language Arts

Have you ever wondered how technology and arts can work together to enhance students' language ability? The presenter will demonstrate three dynamic, flexible and personalized online tools to bring more fun and laughter into your class. Incredibox provides a creative and collaborative platform to deliver students' thoughts through music. Quick, Draw gives opportunities for students with different talents to shine. Students also learn vocabulary in a fun way. Popplet helps students to organize content with visual supports and strengthens their critical thinking skills. With hands-on instructions, participants can create language songs, learn vocabulary by quick drawings and visualize their ideas using mind-mapping skills. Student work will be displayed at the presentation.

Organizer/Presenter(s):

Allison Lai, Springside Chestnut Hill Academy, Philadelphia, PA

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

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

231. #techlab Table 7: Digital Field Trips and Cultural Touring

This presentation gives language educators the opportunity of virtually exploring important places from Spanish speaking countries with their students, inside and outside the classroom. Digital mapping allows students to embark in virtual field trips they can design, customize and share with their class. These field trips can include museums, markets, monuments, natural wonders, and urban and/or rural landscapes. Virtual field trips promote a greater understanding of the diversity among different Spanish speaking countries. Positive attitude towards cultural differences, historical events and knowledge of diverse world perspectives are crucial components of the development of students' cultural competence.

Organizer/Presenter(s):

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

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

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

231. #techlab Table 8: Online Tools for Teaching Roman Culture within the Latin Classroom

This presentation is designed for teachers interested in incorporating online tools in their teaching of Roman history and culture within the Latin classroom. Teachers will be introduced to two websites, InsertLearning and Wizer.me, which allow teachers to create online worksheets and documents for their students to work on independently on their computers or tablets. Participants will be introduced to the two websites and will be provided with examples of worksheets and documents that I have created. Time will be given for interested participants to try creating their own original documents that they can utilize in their classes.

Organizer/Presenter(s):

Matthew Davison, Ph.D., Friends' Academy, Locust Valley, NY

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

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

236. Advisory Council Lunch**11:30 a.m.–12:30 p.m.**

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

Saturday, February 15, Session 8, 1:00–2:00 p.m.**240. Best of State - TBD****Organizer/Presenter(s):****Intended audience(s):****Keyword:****Language(s) spoken:****Examples in:****241. Best of State - TBD****Organizer/Presenter(s):****Intended audience(s):****Keyword:****Language(s) spoken:****Examples in:****242. Featured Session: AP For All: Heritage Learners and Educators in Nueva York**

“I can speak Spanish, pero me cuesta escribirlo.” We hear it countless times, both in and out of class, and we are addressing that challenge! Over 55,000 NYC students took an AP exam last year. Among them is a growing number of Latinx students who take the AP Spanish Language and Culture course and exam. Our heritage language learners face different challenges than our L2 learners, especially in the presentational mode. Join us to learn what factors and classroom techniques contributed to those students’ success. Three AP teachers and AP table leaders share their experiences and instructional strategies that led to improved student performance throughout the city. Participants will analyze student samples and hear students’ voices on the challenges and impacts of the course and exam results.

Organizer/Presenter(s):

Ken Stewart, Duke University, Durham, NC

Justin Seifts, East Chapel Hill High School, Chapel Hill, NC

Yensen Lambert, Greens Farms Academy, Greens Farms, CT

Intended audience(s): High School**Keyword:** Diversity**Language(s) spoken:** Spanish**Examples in:** English and Spanish

Saturday, February 15, Session 8, 1:00–2:00 p.m.

243. Supporting Learners Along Pathways to Seal of Biliteracy and Beyond

All means all: Are all learners given equitable access to programs and assessments to achieve a seal of biliteracy (SOBL)? Examine updated guidelines outlining what state education agencies and organizations, public school districts, and non-public institutions can do to document learners' achievement of a state's SOBL. Create pathways for heritage and non-native learners to "level up" to the required level of proficiency.

Organizer/Presenter(s):

Paul Sandrock, ACTFL, Alexandria, VA

Bridget Yaden, Ph.D., ACTFL & Pacific Lutheran University, Tacoma, WA

Howie Berman, ACTFL, Alexandria, VA

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

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

244. Providing for All Students' Needs with Creative, Innovative Lessons

The three presenters have spent the last several years attempting to create lessons that will provide our students with the skills they will need in the 21st century. At our presentation, we will demonstrate how, through the use of technology, i.e. tasks, hyperdocs, self-reflections, etc., teachers can provide for all students' needs, with a greater possibility for differentiation, thus giving students choices and the opportunity to be successful. In this session participants will explore different ways using Google tools to access a student's performance and proficiency differentiated by a student's interests, learning readiness, abilities and prior knowledge.

Organizer/Presenter(s):

Diane Chiocca, Grover Middle School, West Windsor Township, NJ

Dayci Chivukula, Grover Middle School, West Windsor Township, NJ

Ann Marie Waidelich, Grover Middle School, West Windsor Township, NJ

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

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

245. Promoting Rigor and Engagement in the Chinese Classroom: Play and Learn

Promoting rigor and engagement in world language teaching is becoming more and more necessary and even urgent. Backed up by such theories as Bloom's Taxonomy, Backward Design, and the IMAGE Model, the presenter, believing that language learning should be fun, exciting, and meaningful, will introduce a variety of effective strategies and minds-on collaborative activities designed to engage students from multi-level Chinese classrooms. Around the World, Taboo, Tableau, Virtual Gallery Walk, Put a Cap on Learning, to name just a few. Procedures, protocols, and samples will be shared for next day teaching. Project-based learning and portfolio-based assessment will also be highlighted to cater to diverse student populations. The audience will walk away with concrete ideas to power up their classrooms.

Organizer/Presenter(s):

Wei Guo, Riverdale Country School, Bronx, NY

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

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

Saturday, February 15, Session 8, 1:00–2:00 p.m.

246. It's Complicated – Developing Confident Communication in All Students

World language courses broach multifaceted topics in pursuit of the 5Cs. It is important to hear from all of our students, but it's challenging to include all voices in classroom conversations. Many students struggle to express themselves, even when they have valuable contributions. A handful of voices or viewpoints can dominate a conversation. Time and logistical limitations make it feel impossible to assess each student. In this interactive session, you'll practice three classroom strategies for developing confident oral and written expression from students of all ages, ability levels, and personality types.

Organizer/Presenter(s):

Jason Caputo, Park Middle School, Scotch Plains, NJ

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

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

247. The Real World: The Language Classroom

Have you ever wished you could attend a session where you could peek into the teacher's classroom and see what they are doing with students from day one to the final assessment? Have you wondered what learning a language looks like in the real world with real kids and real teachers who face the same challenges as you? Then this session is for you! Join this ACTFL Teacher of the Year and her colleague as they show you sample learning episodes from French, German, and Spanish classrooms at their school. Pictures and videos will show what students were asked to do, what resources they were given, and how they performed—from start to finish. See how learning to become a proficient speaker of a language is made possible for all students at all levels in the real world.

Organizer/Presenter(s):

Cora Hofstetter, North County HS, Glen Burnie, MD

Katrina Griffin, North County HS, Glen Burnie, MD

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

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

248. Fostering Active Learning through the Use of Images

Images are a powerful tool for promoting student-centered learning and integrating cultural topics into lesson plans. Through their description and interpretation of visual information, students can construct knowledge and formulate ideas in the target language with reduced instructor intervention, setting the stage for a more student-centered classroom. In this session, presenters will share ideas on how to use culturally relevant images as the point of departure for the creation of linguistic activities, as well activities focusing on cultural understanding, cross-cultural comparisons and critical thinking.

Organizer/Presenter(s):

Heidi Holst-Knudsen, Ph.D., Columbia University, New York, NY

Alexandra Borer, Ph.D., Columbia University, New York, NY

Pascale Crépon, Ph.D., Columbia University, New York, NY

Samuel Skippon, Columbia University, New York, NY

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

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

249. Supporting Language Learning Through the Arts and Literature

For students learning a second language, the integration of the arts into the curriculum can support the four language skills of reading, writing, speaking, and listening across different learning styles. This engagement of the arts can be a means of authentic literacy learning. This session will provide teachers with different ways to incorporate the arts and literature into Spanish classes from Pre-K through 12th grade. Framed around the theory of multiple intelligences, the presentation will focus on different activities that will promote language learning and engagement across all learners.

Organizer/Presenter(s):

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

Barbara Medina, Moravian Academy, Bethlehem, PA

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

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

250. Empower Yourself, Empower Others

Two paths brought the presenter to leadership in her community: using and teaching about ACTFL's core practices and Krashen's hypotheses, and identifying her own vision and mission statements. As a teacher in a district without department chairs, there is little collaboration on a larger scale. By being a part of ACTFL-LILL and NYSAFLT's Leaders of Tomorrow, the presenter had the opportunity to collaborate with a group of language educator-leaders from all parts of the country, in diverse positions and at different stages of careers. This session aims to showcase what leadership can be, how to identify one's cornerstone beliefs and show them to others, and how to lead without being an administrator.

Organizer/Presenter(s):

Jenny Delfini, New Paltz CSD, New Paltz, NY

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

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

251. Research Roundtable – see end of Session 8 for complete listing

252. The Case of the Disappearing Requirement

College and university professors read with alarm the demise of over 650 language programs in the past year. High school teachers see yet another motivation slipping away from them. Foreign Language may be no longer for all. Why are these programs disappearing and what can we do about it? Why do schools and colleges no longer even require a language? This session will attempt to analyze the phenomenon of the vanishing language requirements and programs, and with the help of the participants propose solutions to this contemporary challenge.

Organizer/Presenter(s):

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

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

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

Saturday, February 15, Session 8, 1:00–2:00 p.m.

253. Over 100 Videos to Help Integrate Perú into Your Lessons

Want to access over 100 cultural videos that will help you integrate Perú into the curriculum? It's challenging to find videos for the classroom, and this workshop will provide you with the material that students need in order to learn about Peruvian culture: daily routines, common foods, professions, culture shock, the arts, and more. Participants will experience lessons centered around the videos, with accompanying activities aimed to develop intercultural competence and to practice all modes of communication. By the end of the workshop, you will gain access to these plentiful videos, collaborate with colleagues during a variety of creative and hands-on activities, and receive templates you can modify to create lessons of your own.

Organizer/Presenter(s):

Beth Pachas, Joel Barlow High School, Redding, CT

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

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

254. Mentor Scholarship Winner Debrief

This is a closed event for Mentor Scholarship Program participants.

Organizer/Presenter(s):

Nathan Lutz, Kent Place School, Summit, NJ

255. Keeping Up The PACE

Teaching grammar as a concept and in context is an ACTFL Core Practice and a High Leverage Teaching Practice according to the research, but what does that look like in the classroom? Join us for this session as we discuss the PACE Model using stories and authentic resources to allow students to discover grammar rules. During this session we will explore examples of PACE lessons and discuss tips for finding and using resources to help teach grammar to novice and intermediate learners.

Organizer/Presenter(s):

Michael Travers, Wellesley High School, Wellesley, MA

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

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

256. Collaboration: The Key to Shining a Spotlight on World Language Programs

By collaborating with other teachers in multiple disciplines from music to art to technology and beyond, we can shine a brighter spotlight on the world language classroom by gaining access to a greater audience. In this way, important stakeholders in the community can see the valuable work going on in our world language classrooms and see the connections that can be made across the curriculum. This session will empower educators to collaborate with other educators to create outstanding language showcase opportunities in the community. Many ideas for collaborative programs will be shared that participants will be able to immediately implement in their own schools and districts.

Organizer/Presenter(s):

Rebecca Klassen, Henry Barnard School/ Rhode Island College, Providence, RI

Jason Santo, Henry Barnard School/ Rhode Island College, Providence, RI

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

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

Saturday, February 15, Session 8, 1:00–2:00 p.m.

251. Research Roundtable Presentations – (table placement tbd)

251. Research Roundtable (RRT)

In this special session, there will be two presenters stationed at each of the tables, with one presenter sharing his or her topic during the first half and the second presenter during the second half. We recommend that presenters speak/share findings for approximately 18 to 20 minutes, leaving about 10 minutes for discussion and questions. We will repeat this format during the second segment of the session. You may stay at the same table for the entire two presentations, or change tables at mid-session for the second presentation.

Organizer/Presenter(s):

Christopher Gwin, University of Pennsylvania, Philadelphia, PA

Catherine Ritz, Ed.D., Boston University Wheelock College of Education & Human Development

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

Xiaoyan Hu, University of Rhode Island, Kingston, RI

Kathy Fegely, Antietam High School, retired, Reading, PA

RRT. Comparing the Acquisition of False Cognates with Two Meaningful Activities

In an attempt to make meaning and translation converge, this pilot study will look at students of Spanish as a SL and Spanish HS in a 400-level course in a higher education institution. From an action-research framework, on two different sessions, I will use two different activities to teach two sets of 10 frequently seen, heard and used false cognates in Spanish, and compare the results in terms of students' acquisition to answer the following research questions: How do discrete items vs. items embedded in a text compare regarding the acquisition of false cognates?, Can we observe a significant difference in the prior knowledge of false cognates between SSL and SH speakers?, and What is the students' preference in terms of both activities and how does it relate to actual results?

Organizer/Presenter(s):

Julia Isaac, American University, Washington, DC

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

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

RRT. Constructing Grammar with a Cultural Base

For many students, language in itself without a specific and meaningful context in which to use it is insufficient. Thus, it is important to present grammar in an authentic cultural context to prove its communicative validity. Exposing grammar in a realistic cultural scenario before explaining it makes students open to the explanation, curious to learn the rules, and interested in mastering the concept, recognizing it as the means by which to participate in and assimilate to the culture.

Organizer/Presenter(s):

Megan Biondi, Ph.D., County College of Morris, Randolph, NJ

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

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

RRT. Culture and Diversity in L2 Teaching Practices: Curriculum Artifacts

This presentation focuses on a qualitative study that investigated culture and diversity in second language (L2) teaching practices. Seventeen L2 teachers at one independent secondary school in the northeastern United States were interviewed, and relevant findings are discussed. In addition to an exploration of teachers' decisions about cultural content and diversity, teachers' use and examples of curriculum artifacts are presented.

Organizer/Presenter(s):

Sheri Dion, University of New Hampshire, Durham, NH

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

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

RRT. Developing Korean Language Programs Focused on Korean Heritage Learners

In this study, we examined the problems and prerequisites of Korean language instruction in several countries – issues such as the educational process, teaching curriculum, teaching materials, teaching methodology, and evaluation – in order to analyze the Korean language education centered on Korean heritage language learners in the U.S. The study pays particular attention to the possibility of developing a competitive Korean language education, plan to train instructors, and developing supporting programs for associated primary, middle and high school education institutions.

Organizer/Presenter(s):

Hye Young Shin, Ph.D., American University, Washington, DC

Sehyun Yun, George Mason University, Fairfax, VA

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

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

RRT. Developing L2 Proficiency and Engaging Students with Speech Communities

Service learning has been used as an effective mechanism for creating ties between universities and communities. In L2 Spanish contexts, it has provided opportunities for learners to move out of the classroom setting and interact with native speakers. However, most of these experiences are not successfully implemented given the lack of conceptual and practical frameworks. The purpose of this presentation is to discuss the effectiveness of a service-learning program in Medical Spanish classes. By considering communities' needs as a core component in establishing successful partnerships, the author proposes a bottom-up service-learning model that supports the improvement of L2 Spanish proficiency by creating institutional and cultural collaboration.

Organizer/Presenter(s):

Jeannette Sanchez-Naranjo, Ph.D., Amherst College, Amherst, MA

Intended audience(s): Post-secondary **Keyword:** Communities/Workplace

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

RRT. Effectiveness of Communicative Processing Instruction When Teaching Spanish Past Tense

Spanish past tense is a challenging grammar structure for native speakers of English who are learning Spanish. Spanish has two tenses, preterit and imperfect, different endings for all subject pronouns, and many irregular conjugations. This paper presents the results of an empirical study that analyzes the strategies used by intermediate learners of Spanish while learning past tense. Those strategies are used to create a teaching methodology based on the communicative approach and the second language acquisition theories of “Processing Instruction” and “Input processing” created by VanPatten (1995, 2002) and Wong (2002).

Organizer/Presenter(s):

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

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

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

RRT. Examining the Impact of Cross-cultural Professional Development in the U.S.

This study examines the impact of a U.S.-based PD program on bilingual coordinators from Spain. The program’s purpose was to deepen international WL coordinators’ leadership and pedagogical practices to create more learner-directed, proficiency-oriented, standards-based classrooms that promote engaged learning and authentic language development through content instruction. Analysis of participants’ portfolios, critical reflective practices, and post-program interviews revealed their understandings of U.S. approaches and program goals. Data also revealed the influence on the development of intercultural competence. Using an inquiry lens, the results underscore the importance of considering expanded possibilities for teacher PD across borders to learn more about WL instructional approaches.

Organizer/Presenter(s):

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

Kelley Webb, George Mason University, Fairfax, VA

Intended audience(s): Post-secondary **Keyword:** Professional development

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

RRT. Film Subtitling in the Foreign Language Classroom: An Effective Instructional Tool

Audiovisual material has been used for many years in the language classroom. Showing films with subtitles has been proved to be useful in many ways. However, language learners have traditionally adopted a passive role, merely limited to watching an already subtitled film in their L2. This study proposes the introduction of an interactive subtitling module in a higher education language course, in which students actively participate in the creation of subtitles. Working with authentic films is expected to be engaging and motivating; improve learners' vocabulary, listening, reading, and writing skills; and sharpen their intercultural knowledge. Thanks to the different codes present in audiovisual material, one can anticipate this experience to be beneficial for different learning styles.

Organizer/Presenter(s):

Esther Yáñez, The Pennsylvania State University, University Park, PA

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

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

RRT. How to Design Course Modules in Blended Learning in K-16

This presentation will demonstrate a course unit that consists of three modules in online and blended learning environments. The unit focuses on learning the Korean alphabet and the introduction of Korean cultural items: Korean pop songs and food. All modules use various online tools and mobile applications that would help students achieve their can-do statement through collaborative and interactive activities. In this session, the presenter will discuss how to design and develop the blended learning modules using diverse technologies to enhance students' active participation and creative skills in online/blended learning environments. This presentation also provides suggestions on how to design a blended course unit that could maximize the use of advanced tools in the digital age.

Organizer/Presenter(s):

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

Intended audience(s): Post-secondary **Keyword:** Instructional strategies

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

RRT. Influences of a MOPI Workshop on Language Teaching and Learning

In U.S. higher education, the ACTFL guidelines have influenced many foreign language curricula in proficiency-based programs which define students' language capacity at various stages in the learning process. However, relevant professional development (PD) opportunities for in-service instructors in post-secondary education are scarce. In addition, for those who do participate in such PD, the extent to which FL instructors apply their new knowledge and skills about assessment into program planning and understand their students' proficiency after PD are often overlooked. This research presentation shows the influences of an online orientation and face-to-face MOPI workshop on teaching and learning in higher education.

Organizer/Presenter(s):

Margaret Malone, Ph.D., AELRC-Georgetown University, Washington, DC

Margaret Borowczyk, AELRC-Georgetown University, Washington DC

Rima Elabdali, AELRC-Georgetown University, Washington, DC

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

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

RRT. Instructional Practices of English-Chinese and English-Spanish Dual-Language Immersion Teachers

We present the analysis of video, audio, and observation data from eight kindergarten classrooms at two separate sites, each observed at least twice. The observed classrooms include four English-Spanish and four English-Chinese cohorts following a 50/50 model in which 50% of instruction is delivered in English and 50% in Chinese/Spanish. Preliminary results indicate important differences and similarities for language use in the different classrooms and teachers' instructional practices in each of the languages. Teachers' instructional practices, the availability and type of language input, and their impact on opportunities for learning will be discussed in order to inform understanding about subject content teaching and language development in classrooms.

Organizer/Presenter(s):

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

Brody Bluemel, Ph.D., Delaware State University, Dover, DE

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

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

RRT. Integrating Service-learning into Language Courses

Service-learning opportunities encompassing a variety of courses across multiple disciplines have the potential to play a significant role in students' experiences during their college years. My research focuses on the development, design, and implementation of a service-learning component into college-level language courses, specifically Spanish. We will discuss our objectives for such classes, specific projects, challenges and benefits to everyone involved. In addition, relevant perspectives from instructors and students in regards to service-learning projects will be shared with the audience.

Organizer/Presenter(s):

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

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

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

RRT. K-Friends, Peer Learning Community of Practice

K-Friends is a Community Learning Project for Korean language learners by native-speaking undergraduate students at a university. The project was launched and implemented by a Korean faculty member and a Korean international student organization. It was mainly to help Korean language learners with homework and conversation practice in a non-classroom setting. However, the project found that both student groups received benefits and advantages as K-Friends continued. The presenter will explore the approach and progress and share strategies and findings.

Organizer/Presenter(s):

Eunju Na, New York University, New York, NY

Intended audience(s): Post-secondary **Keyword:** Communities/Workplace

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

RRT. Multi-level World Language Classes: Reality and Innovative Solutions

Multi-level classes have proliferated over the past few decades due to declining enrollments, diminished budgets and competition with advanced level classes in other content areas. A multi-level classroom can have a significant impact on opportunities for proficiency development in the classroom. This session will present the results of a national research project that investigated this long-standing trend and engage session participants in a discussion of real-world adaptations for the realities of today's classroom.

Organizer/Presenter(s):

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

Patricia Davis-Wiley, Ph.D., University of Tennessee, Knoxville, TN

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

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

RRT. Social Justice and Higher Education: Teaching Foreign Languages for Social Justice

The paper will examine how students should be engaged in an educational process that aims to fulfill the main components of social justice. This will be done through creating assignments that develop a better understanding of the Arab-speaking world and the social movements in the Middle East (particularly in Arab countries). The main goal of the suggested plan is to enrich Arabic language knowledge through teaching social justice characteristics, terminology, and vocabulary on a global scale. The final paper will answer some important questions, including how to choose a textbook that works well with the topic, and how to create assignments that demonstrate, through comparisons of Arabic and American cultures, the understanding of social justice and the concept of culture.

Organizer/Presenter(s):

Lamees Fadl, City University of New York, New York, NY

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

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

RRT. State World Language Standards: Frameworks, Practices, and Implications

This presentation presents the results of a comparative analysis of state world language standards in 2019. We examine when, how, and in what areas states have revised their standards since original publication, the extent to which states have adopted or adapted the ACTFL World-Readiness Standards (2015), and the terminology used in state frameworks for instruction and assessment of languages other than English. The study is supplemented with findings from a survey of Massachusetts educators on their experience with the state's 1999 foreign languages curriculum framework. We will discuss implications for world language education for all learners, informed by the current state of world language standards in the United States and teacher attitudes from one state undergoing the revision process.

Organizer/Presenter(s):

Mina Niu, Center for Applied Linguistics, Washington, DC

Jamie Morgan, Center for Applied Linguistics, Washington, DC

Francesca Di Silvio, Center for Applied Linguistics, Washington, DC

Intended audience(s): PreK-12 **Keyword:** Policy/Issues

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

RRT. Teaching Francophone Studies in the 21st Century at the College Level

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

Organizer/Presenter(s):

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

Intended audience(s): Post-secondary **Keyword:** Instructional strategies

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

RRT. Teaching with Canvas

Many colleges and universities are switching their learning management system to Canvas. In this session, I will demonstrate some features of Canvas such as modules, assignments, quizzes, pages, and discussions to show how Canvas can be set up not only to store content and tools, but also to create materials which complement the face-to-face activities. I will also show how Canvas integrates with educational apps and with social media.

Organizer/Presenter(s):

Graziana Ramsden, Ph.D., Massachusetts College of Liberal Arts, North Adams, MA

Intended audience(s): Post-secondary **Keyword:** Instructional strategies

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

RRT. Value Added: Cultural Learning in First-year College Language Study

This session presents research on the increase of cultural knowledge in first-year study of Arabic, French, German, and Spanish at CUNY senior and community colleges. Data based on questionnaires covering a variety of cultural content areas is used to compare overall differentials in student knowledge between start and end points of courses, within and across languages and colleges, as well as in specific thematic categories. The analysis engages participants in a discussion about meaningful cultural topics and goals for beginners, and encourages further research at courses of all levels.

Organizer/Presenter(s):

Fabiola Salek, Ph.D., York College - CUNY, New York, NY

Alicia Ramos, Ph.D., Hunter College, New York, NY

Eckhard Kuhn-Osius, Ph.D., Hunter College, New York, NY

Habiba Boumlik, LaGuardia Community College, Long Island City, NY

Intended audience(s): Post-secondary **Keyword:** Culture/Literature

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

RRT. Who Develops Speaking Proficiency? Exploring Factors That Influence Gains in Proficiency

This presentation will discuss the results of large-scale proficiency testing of over 300 students studying Arabic, Chinese, French, German, Italian, and Spanish. These students took the Oral Proficiency Interview - Computer (OPIc) and completed background questionnaires targeting information about their language learning experiences and learner characteristics. We will discuss the factors that best predicted speaking proficiency in this study and subsequent related pedagogical interventions for increasing speaking proficiency.

Organizer/Presenter(s):

LeAnne Spino, Ph.D., University of Rhode Island, Kingston, RI

Yu Wu, Ed.D., University of Rhode Island, Kingston, RI

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

Niko Tracksdorf, University of Rhode Island, Kingston, RI

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

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

RRT. Why Intercultural Communicative Competence and How? Are We Prepared?

Intercultural Communicative Competence (ICC) is a foreign topic to many veteran world language teachers. Newer or pre-service teachers might have some understanding of the concept but, still, are not exactly sure of the significance of ICC, its benefits or how to implement it. This curricular project is based on studies that have focused on the meaning of ICC as well as the lack of training for teachers. It includes practical ideas for implementation of ICC in a Spanish I classroom, as well as reflections on planning, instruction, student learning, and student reactions.

Organizer/Presenter(s):

Nancy Diaz, Manhasset UFSD, Manhasset, NY

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

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

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

Saturday, February 15, Session 9, 2:15–3:15 p.m.

260. Best of State - TBD

Organizer/Presenter(s):

Intended audience(s):

Keyword:

Language(s) spoken:

Examples in:

261. Engaging All Language Learners with Free Tech Tools

This session presents ten free online tools that can be used in any language class to inspire and engage students. The presenters will demonstrate the tools and discuss options for incorporating them at different language levels. Session participants will leave with hands-on ideas for implementing these tools in their own teaching. The tools are not language specific and the majority of them can be adapted for any language. The selected tools encourage communication and interaction, foster all skill areas, and support proficiency-based instruction. Additionally, the tools can be used for a variety of educational goals: fostering pronunciation skills, practicing oral competencies, promoting cultural awareness, encouraging critical thinking and discussion skills, and many more.

Organizer/Presenter(s):

Theresa Schenker, Ph.D., Yale University, New Haven, CT

Angelika Kraemer, Ph.D., Cornell University, Ithaca, NY

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

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

262. **Featured Session:** Teaching our Tongues: Celebrating Linguistic and Cultural Diversity in Schools

In our linguistically diverse schools, we boast a student body in which many different languages are spoken in our students' homes. With such a wealth of languages, it is important to find ways to celebrate students' languages in a public and enjoyable way. Student-run language classes are an excellent means of tapping in to the talent, generosity of spirit, and pride in home cultures and languages that exist in our schools. In this session, we will explore a decade-long student-run language program that involved middle and high school students in teaching classes in their home language for other students, teachers, and community members. Resources, materials, and examples will be provided to inspire participants to undertake a similar project in their own school contexts.

Organizer/Presenter(s):

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

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

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

263. Safe Space, Brave Space: Creating Empowering Learning Environments Through Theatre

Creating a safe environment is essential to support the learning of our students. When students feel safe, they feel encouraged to leave their comfort zones, take risks, and challenge themselves. They develop the growth mindset that allows them to see obstacles and mistakes as unique opportunities to grow and learn. Come explore the uses of theatre in the classroom to promote bonding, a sense of community, and to help your students come out of their shells. You will be exposed to a variety of acting/improv techniques and drama exercises aimed at developing empathy, creativity, and confidence. When we create a safe learning environment for our students, they feel empowered to take the reins of their learning process, and brave to perform the leading role in their education.

Organizer/Presenter(s):

Veronica Rodriguez Ballesteros, Boston University, Boston, MA

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

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

264. Using Authentic Resources to Teach Grammar in Context

The “Core Practices for Language Learning” by the American Council on Teaching Foreign Languages (ACTFL) include “teach grammar as a concept and use in context.” In this session, we will explore routines and strategies for finding examples of grammar in context, processes and protocols that lead students to inductively analyze how language structures function, and ways to make grammar in context a natural part of learning content in the target language.

Organizer/Presenter(s):

Leslie Grahn, Howard County Public Schools, retired, MD

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

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

265. Pulsera Project: Lessons for Empowerment, Unity, and Social Justice

Want to change the world with your curriculum but don't know how to begin? Are you looking for ways to incorporate social justice, empowerment, and unity into your curriculum? This session, highlighting the mission of the Pulsera Project, will provide authentic resources with which to explore these issues. We will navigate the process of converting your visions of grandeur into manageable goals across varying levels of ACTFL proficiency. Presenters will also provide a template for developing strategies and methods for every learner that will propel your lessons to the next level as well as provide an optional service project opportunity!

Organizer/Presenter(s):

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

Sarah Ross, New Bremen High School, New Bremen, OH

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

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

266. ¡Bomba! Music, History and Afrolatinx Connections

This presenter will explore the racial diversity of the Spanish-speaking world through a culturally thematic unit on Afrolatinx history. Using the musical genre of Bomba as a foundation, the facilitator will take participants into a historical journey, while providing sample lesson activities for the Spanish classroom. Instructional techniques such as puppetry, music videos, and TPR Storytelling will be modeled.

Organizer/Presenter(s):

Ericka Collado, Ed.D., Dwight-Englewood School, Englewood, NJ

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

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

267. Trauma-informed Practices in the World Language Classroom

Not all students who enter our classroom are prepared to learn. Trauma, especially that endured under the age of 18, can affect the cognitive abilities of our students to process information and produce language. In this session, we will review some aspects of brain science, complex trauma, and the effects of trauma on the adolescent brain. Using the ARC model, we will work on building relationships and developing specific strategies to support all learners, especially our neediest students. Participants will leave the session with some important background information, but also concrete examples that will help their students achieve success in the language classroom.

Organizer/Presenter(s):

Jennifer Short, John Dickinson High School and DECTFL President, Wilmington, DE

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

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

268. A Proficiency-based Four-semester College Sequence – Essential Questions

How can the proficiency movement inform teaching and learning in the college language sequence? Join the discussion and engage with colleagues on challenging questions facing post-secondary language programs. With illustrations from one department's ongoing curricular redesign, this session will pose key questions for discussion of proficiency scales and targets, learning goals and outcomes, appropriate assessment and instructional practices. Participants can select one element of proficiency-based curricular redesign to pilot, such as the revision of course or unit goals, or the design and implementation of a common performance assessment. They leave equipped to conduct their project for collegial curriculum redesign at home, whether by a few colleagues or a whole department.

Organizer/Presenter(s):

Charlotte Gifford, Greenfield Community College, Greenfield, MA

Intended audience(s): Post-secondary **Keyword:** Instructional strategies

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

269. Toward a Communicative Curriculum and Infrastructure for Proficiency-based Teaching

So you're teaching for proficiency! Awesome! But what now? How do we fit proficiency-based teaching into a school's culture? How do we advocate for communicative instruction while accommodating diverse learning styles and diverse teaching styles in a department? Join one teacher and world language department coordinator who made the change, and hear how he adjusted syllabi, course goals, learning targets, assessments, and grading systems to match 21st century world language instruction.

Organizer/Presenter(s):

David (Andy) McDonie, Chillicothe City Schools, Chillicothe, OH

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

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

270. Increase Student Target Language Use in Classroom Using Five Pedagogical Pillars

Getting students to overcome their shyness and fear of embarrassment to speak up in a language class is tough. This interactive session will provide strategies for five pedagogical pillars to show you how to get students talking. The five pillars are: Inductive Learning (focusing on the meaning, not the mechanics, of the language); Real-Life Learning (maximizes real-world learning experiences to develop the skills needed to communicate); Learning Strategies (support students in using language for enjoyment, enrichment and advancement); Social and Emotional Relevance (motivating students to take the risk to communicate in a new language); and Cultural and Intercultural Learning (helping students interact with cultural competence and understanding). This will be an interactive session.

Organizer/Presenter(s):

Linda Villadóniga, St. Johns County School District, retired, St. Augustine, FL

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

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

271. Integrated Performance Assessment (IPA) Exemplars Poster Session

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

Organizer/Presenter(s):

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

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

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

275. Everyone Can Read! Interpretive Activities and Assessments for All Students

Learn to make interpretive mode teaching strategies accessible to all your students by unlocking the power of your learning management system (EdModo, Schoology, etc.), choosing excellent authentic texts, using alternative assessment strategies, and deepening your understanding of just what the interpretive mode is. The presenter will share activities used with her own students, who come from all backgrounds and ability levels. You will have time to think about how to adapt the presented activities for use in your own teaching context.

Organizer/Presenter(s):

Elizabeth Matchett, Gunn High School, Palo Alto, CA

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

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

276. Building Authentic Learning Experiences that All Students Can Access

Join us for a session about innovative practices that support proficiency development in the language classroom. Priority will be given to examples that allow students to showcase growth at multiple levels of language development, K-12. Examples of scaffolding, tiering texts and tasks through the use of authentic materials will set the stage for successful student performances in a classroom that builds college and career readiness.

Organizer/Presenter(s):

Megan Villanueva, Smith Middle School, Glastonbury, CT

Rita Oleksak, Glastonbury Public Schools, Glastonbury, CT

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

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

Saturday, February 15, Session 10, 3:30–4:30 p.m.

280. Getting our Novice Students to Speak the Target Language

In this session, we will explore strategies and activities that will help our novice level students to continuously speak the target language in a way that is attainable and non-threatening. Additionally, we will consider how we can keep our students accountable when it comes to staying in the target language, along with ways that we can structure our activities to take away the temptation of resorting to the learner's first language. Participants will then consider their own teaching situations and brainstorm ways in which they can bring each activity or strategy back to their own classrooms. Finally, we will discuss ideas on how we can help our students to overcome the fear of speaking a new language.

Organizer/Presenter(s):

Laura McClintock, Burlington Township School District, Burlington Township, NJ

Intended audience(s): PreK-8 **Keyword:** Culture/Literature

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

281. Heritage Learners of Spanish: Using Assessments to Promote Inclusivity

This presentation will focus on the relationship between race and language assessment, particularly as it pertains to heritage language learners of Spanish, a racialized minority in the United States. Heritage language learners are usually evaluated by how well they can produce a standard variety of Spanish. We argue that holding heritage language learners only to a standard variety inadvertently stigmatizes their linguistic practices, exacerbates their linguistic insecurity, and discriminates against them, with language as a proxy for race. The presenters will give attendees concrete ways to implement assessments in their language classrooms that attenuate the possibility of inadvertent discrimination against heritage language learners and increase inclusivity in the language classroom.

Organizer/Presenter(s):

Jorge Mendez Seijas, Harvard University, Washington, DC

LeAnne Spino, Ph.D., University of Rhode Island, Kingston, RI

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

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

282. Featured Session: Reading is FUNdamental: Bringing Joy into Your Reading Units

Do you know that collective buzz that radiates throughout your class when students hear the word movie? Or iPads? Or playground? Well, we want to transfer that feeling to reading. ¡Sí se puede! Join us as we share a host of no- and low-prep games, activities, and scaffolds that will excite students and liven up your next reading unit. Whether you are working with a poem, short story, or full novel, our strategies meet the needs of all learners, are fully customizable, and range in intellectual lift from basic comprehension to higher-order thinking skills. Best of all, many of our strategies make use of the latest and greatest #EdTech! This workshop is perfect for those who are looking for engagement strategies and inspiration as they take their instruction to the next level.

Organizer/Presenter(s):

Samara Spielberg, The Allen-Stevenson School, New York, NY

Stephen Krawec, The Allen-Stevenson School, New York, NY

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

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

283. Raising the Bar for All Learners: Incorporating Critical Thinking Strategies

Transfer of learning starts with initial learning experiences. Memorizing vocabulary and conjugating verbs is unlikely to cause students to gain sufficient understanding of concepts to be able to transfer them to unique situations. This session will focus on those strategies that promote deeper learning and thus prepare students to be able to use knowledge and skills in real world situations in the target culture and when interacting with native speakers. Attendees will leave with an understanding of transfer and with a bank of strategies to apply in their lessons.

Organizer/Presenter(s):

Rosanne Zeppieri, West Windsor-Plainsboro, retired, West Windsor, NJ

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

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

284. Authentic Listening Resources for Spanish Classes

Alejandro Yegros, the maker of the verb app CONJUGUEMOS (and Spanish teacher), will introduce you to a new resource of free authentic listening resources. Over 100 Spanish videos, each with accompanying multiple online graded activities and worksheets. These videos align with common curricular topics in Spanish 1–3 sequences. The presenter will also discuss strategies for implementing listening routines that he has used in his own classes.

Organizer/Presenter(s):

Alejandro Yegros, Weston High School, Weston, MA

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

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

285. Strategies for Increasing Intercultural Competence in the Classroom and Abroad

This presentation describes the use of intensive cultural reflection activities for the development of intercultural competence in short-term study abroad programs in Germany and Spain. The presenters outline ways in which these activities can be adapted for on-campus classes to increase engagement with the target culture and language. The activities presented include: reflective journaling, photo-blogging, ethnographic projects, video recorded interviews, cultural observations, scavenger hunts, and cultural reflection essays. Suggestions for increasing cultural learning and intercultural development in study abroad and the classroom will be provided.

Organizer/Presenter(s):

Ame Cividanes, Ph.D., Yale University, New Haven, CT

Theresa Schenker, Ph.D., Yale University, New Haven, CT

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

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

286. Introverts in the World Language Classroom

Teachers all have students in the classroom who are quieter than others. But just because they are quiet, it doesn't mean they aren't engaged in the lesson. How can teachers reach those quieter students? How do they assess them? What does it mean to be an introverted student--or even an introverted teacher--in a noisy world? Participants will leave with resources and strategies to use with their students in order to help them be engaged with the content and to show what they've learned.

Organizer/Presenter(s):

Lisa Urso, Rocky Hill High School, Rocky Hill, CT

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

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

287. Mindfulness for More Productivity in The World Language Classroom

In this workshop, we will work on mindfulness strategies that we can use for ourselves and our students. This interactive workshop will allow you to begin or deepen your own skills and share those techniques with your students in the target language. By helping students to settle themselves and be in the present moment, you are giving them valuable life skills to be more effective learners. These self-care techniques will help to build the community in your classroom.

Organizer/Presenter(s):

Jennifer Schwester, Brick Township Memorial High School, Brick, NJ

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

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

288. Create a Dual Credit World Language Program at Your Institution

In this session we will share how we have created a dual credit program for students to receive university credit for quality world language study at the high school level. We will present our rationale, initial articulation process, curriculum approaches, student application procedures, and student feedback on the program. Attendees will come away with an outline on how to propose and implement a similar articulation at their local institutions.

Organizer/Presenter(s):

Mirta Barrea- Marlys, Ph.D., Monmouth University, West Long Branch, NJ

Alice Simonson, Shore Regional High School, West Long Branch, NJ

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

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

289. Multiple Pathways within an IPA: Many Roads Lead to Proficiency

Presenters will share how IPA structure can provide multiple options for students to accomplish performance goals. By focusing on products, practices and perspectives through literary characters from TL, presenters' model units will illustrate how students can create a biographical narrative of a peer in a variety of formats. Participants will be guided through the development of an IPA lesson series incorporating a series of rubrics to assess a variety of formative and summative assessments. Resources will include myths, legends and other well-known TL literature. By providing options for how students demonstrate their proficiency, language acquisition becomes more accessible. Participants will receive templates to create their own IPA lesson series.

Organizer/Presenter(s):

Saybel Nunez, Saint David's School, New York, NY

Victoria Gilbert, Ed.D., Saint David's School, New York, NY

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

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

290. Fostering Resiliency in the World Language Classroom

Adverse Childhood Experiences (ACEs) impact a student's brain function. However, caring, connected relationships and a sense of belonging can foster resiliency. The presenter will share current research on how ACEs effect our students and strategies to promote trust, equity and engagement in the classroom. Starting at the door, participants will experience techniques for building relationships, such as personalized questions, rejoinders, celebrating successes and positive peer connections. The strategies are student-focused, compassionate and personalized so that they reach every child at every age while maintaining the target language in a way that is comprehensible and supports language acquisition. Resiliency develops better citizens who are prepared to deal with adversity.

Organizer/Presenter(s):

Leslie Kronemeyer, Mainland Regional High School, Linwood, NJ

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

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

291. Bringing Big Ideas and Meaningful Content into Beginner-level Courses

One challenge that students face when learning a new language is feeling limited in their expression. Simplistic vocabulary can constrain learning to concrete ideas, centered on one's own experience. By reframing units with essential questions and powerful key words, teachers can maintain target-language instruction while opening the door for deeper learning. Beginner-level classes can explore topics such as having vs. being, luxury vs. necessity, and house vs. home. Authentic images and texts sourced from websites and social media can spark conversations about identity and diversity, as well as global and social issues. This session provides a sampling of activities and resources in Spanish, adaptable for other languages.

Organizer/Presenter(s):

Chela Crinnion, Nightingale-Bamford School, New York, NY

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

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

292. Connecting with Cuba: A Unique Context for Growing Intercultural Competence

In the Spanish language classroom, it is easy to establish numerous and often surprising connections between Cuba and the U.S. Henry Reeve fought in the U.S. Civil War and died fighting for Cuban Independence. JLo sings with Gente de Zona, Pitbull sings of Yuma and everyone is leaving their heart in Havana. José Martí, who at 16 was imprisoned for the cause of independence, loved the Catskills and is found in Central Park. Cuban movies consider patriotism, sexual identity, friendship, Tainos, Hemmingway and even sharks! The Cuban experience offers students a unique context to develop investigation and communication skills in Spanish and to reflect on the experience of their own country as they study this U.S. neighbor and establish and examine the connections between the two.

Organizer/Presenter(s):

Abigail Cleary, Lansing Central Schools, Lansing, NY

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

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

293. Growing Tomorrow's Leaders Today – A Mead Project

The need for world language teacher leaders is growing daily. How can this issue be addressed? How can amazing teachers be encouraged to hone their craft and take the leap into leading? What leadership roles are waiting that will stretch them into the leaders who will shape tomorrow's world language classrooms? This NECTFL Mead project, "Growing Tomorrow's Leaders Today" addresses these questions by leading participants through a series of leadership exercises designed specifically for world language teachers. This session will share the journey the project took during its creation, the successes of its participants and the lessons learned along the way.

Organizer/Presenter(s):

Emily Bugbee, Bohemia Manor High School, Cecil County Public Schools, MD

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

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

294. Inquiry-Based Projects In the Spanish Classroom: As Easy As 1-2-3!

This session will provide instructors and audience with step-by-step instructions on how to create an inquiry-based project and implement it in Spanish class and beyond, making connections with the Hispanic world and its environmental issues, social awareness or art, to mention a few. Instructor will introduce key points of inquiry-based learning and their connection with real-life situations. She will also provide the audience with a variety of examples of projects, including general descriptions as well as evaluation rubrics. The conclusion of the session includes a unique, hands-on experience to get a better understanding of the inquiry process from the students' point of view.

Organizer/Presenter(s):

Martina Macakova, White Mountains Regional High School, Whitefield, NH

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

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

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