

NORTHEAST CONFERENCE



66th Annual Conference



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*February 13-15, 2020
New York Hilton Midtown
Nathan Lutz, Conference Chair*

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Wolcott School
Chicago, IL

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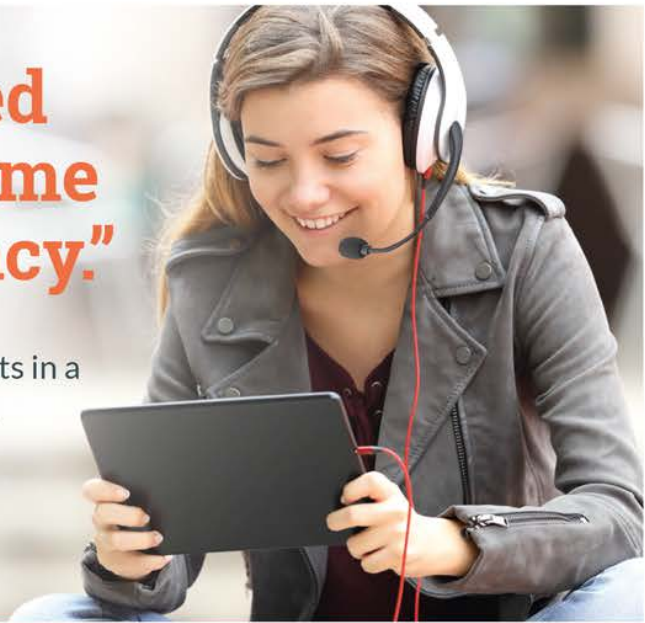
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Table of Contents



NECTFL Board of Directors	4
NY Hilton Midtown Floor Plans	6
Welcome Message from the 2020 Chair	7
Local Committee	8
NECTFL State Associations	9
Program Overview	10
Schedule at a Glance	11
Conference Sponsors	12
Exhibit Hall Floor Plan	13
Directory of Exhibitors	14
Sessions at a Glance	19
Directory of all Workshops and Concurrent Sessions	21
Index of Presenters	63
2020 Award Winners	65
2020 Mead Fellows	66
Teacher of the Year Finalists	67
Past NECTFL Teachers of the Year	68
Past Award Winners	69
NECTFL Advisory Council	71
The NECTFL <i>Review</i>	72
Past Chairs of the Northeast Conference	73
Message from the 2021 Chair	74

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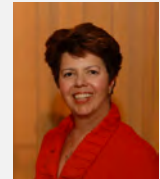
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The NECTFL Review



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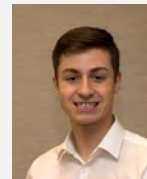


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Newly-elected Class of 2024 (terms begin July 2020)

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



Dr. Carolina Bustamante, a native of Colombia, holds a master's degree in Spanish education from the University of Nebraska-Kearney and a doctoral degree in foreign

language education from the University of Nebraska-Lincoln. She is an Assistant Professor in the School of Education and Modern Languages Department at the State University of New York at Old Westbury since 2014. She coordinates the Graduate Spanish Adolescence Education Program and teaches courses on language pedagogy for second language learners and heritage speakers, second language acquisition, Spanish, and supervises graduate theses. She has also worked as an instructor for STARTALK programs at the University of Nebraska-Lincoln providing professional development for teachers of Chinese and Spanish, and seminars on mixed methods research at the TESOL division at the University of Cambridge, England, and Graduate School of Education at the University of Pretoria, South Africa. She has been a presenter at conferences at the state, national, and international level.

Additionally, in an effort to empower pre-service teachers through early engagement in the professional community, she has hosted a poster session at the New York State Association of Foreign Language Teachers (NYS AFLT), Northeast Conference on the Teaching of Foreign Languages (NECTFL), and Long Island Language Teachers (LILT) annual conferences within the last three years, where her students have presented unit plans that feature an integrated performance assessment (IPA). Her published research has focused on professional development on technology for teachers of Chinese, German, and Spanish, the use of procedural diagrams and joint displays in mixed methods research, and the motivation, experiences, and challenges of heritage speakers of Spanish as pre-service teachers. Her current research interests include development of heritage speakers as language teachers, implementation of IPA, and innovative methods to merge quantitative and qualitative data. She enjoys spending time with her bilingual three-year-old son, family, and friends, traveling, biking, and dancing salsa.

Beckie Bray Rankin
Lexington High School (MA)



Beckie's path towards proficiency-focused teaching began at a regional conference her first year in the classroom. That taste of performance-based

assessing encouraged Beckie to lead a K-12 district move towards thematic units. Over a decade later, Beckie is still a teacher leader, modeling lifelong learning and empowering her students to grow their French language communication and intercultural competence in the classroom, community, and annual exchange. A member of the MaFLA and AATF Eastern MA boards among others, Beckie is a PD junkie who loves to network with other teachers and share research-based best practices. Mindfulness, reflection, standards-based grading, and social justice infused thematic units are her current action research themes. To recharge, she love to sail, cook, practice yoga, travel, and garden.

Both Beckie's emerging leaders graduate program (MAEd at Wake Forest University) and her involvement with ACTFL's Leadership Initiative for Language Learning (LILL) have pushed her to increase her knowledge, skills, and passion for supporting teachers of all languages and all levels. Her work as Chair for the 2019 Massachusetts Fall Conference combined a vision for her state, a detail-oriented organization, and a desire to serve a variety of teachers in a plethora of contexts. Through MaFLA, she has initiated reflect and work opportunities after longer workshops, round-table Q&A on hot topics at the conference, and self-care opportunities during PD. Hoping to join the NECTFL Board to serve the region through advocacy and increased collaboration, Beckie seeks to continue the cycle of educators providing opportunities to work together towards excellent teaching and learning.

Currently, Beckie teaches French at Lexington High School (MA). Her highlight-of-career moments include a year of teaching French to gap year American students in Bouaké (Côte d'Ivoire), serving as the chair for ACTFL's Global Engagement Initiative, writing for The Language Educator, and being elected to the executive track of MaFLA.

Frank Ruggiero, Ed.D.
Edison Public Schools (NJ)



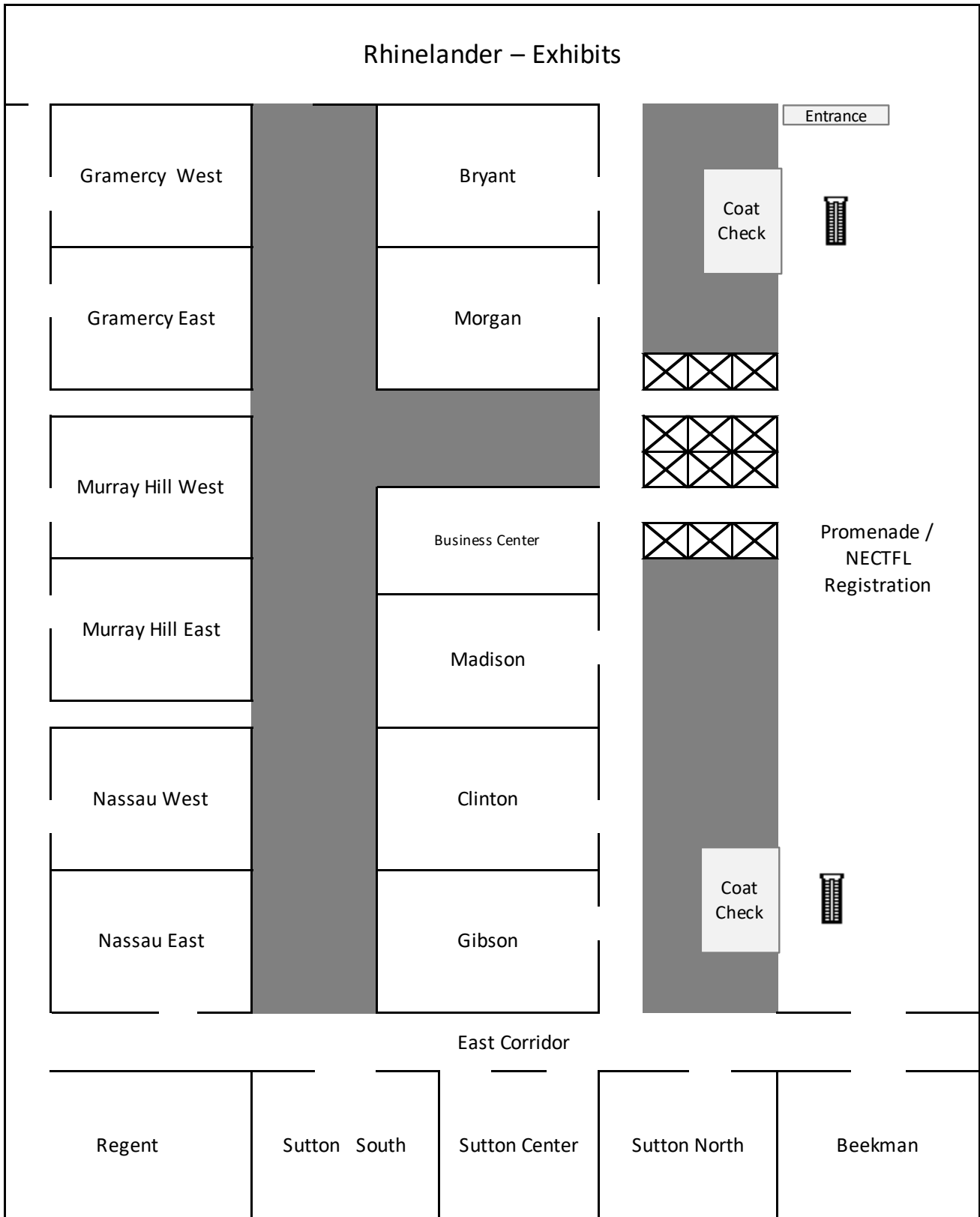
Dr. Frank Ruggiero is the district supervisor of world languages for grades 6-12 in the Edison Public Schools (NJ) and was previously the K-12 supervisor of world

languages & ESL in both the Livingston Public Schools (NJ) and the Nutley Public Schools (NJ). In these roles, he implemented the Seal of Biliteracy and oversaw a comprehensive program review leading to a programmatic shift that included the design and implementation of integrated performance assessments. Under Frank's leadership, the staff in his departments actively seek out professional development opportunities; and they also seek out opportunities to present their work with organizations such as NJEA, NJTESOL/NJBE, FLENJ, NECTFL, and the American Classical League.

Frank initially saw himself studying mathematics or science. However, when he attended his first NECTFL conference while at Drew University, it became clear that he would pursue a career in language education. After graduation, Frank worked in international business and in French translation before joining the teaching profession. He taught French and Spanish in the Edison Public Schools (NJ) for nearly 16 years and was an adjunct at Fairleigh Dickinson University. While teaching, he completed an MAT in French and earned both an EdM and EdD in educational administration from Rutgers. Frank's dissertation research focused on how middle school interdisciplinary teaming affected members of a school community whose approach to teaming included core subject teachers but excluded world language and all other related arts teachers.

Frank currently serves on the NADSFL advisory council and on the FLENJ board of directors as president. Professional growth has been a continuous thread throughout Frank's 19-year career in education in both his own pursuit of growth opportunities and in his desire to help prepare the next generation of teachers and leaders. Most recently, Frank attended the ACTFL LILL summer institute and is spearheading a mentorship program for pre-service and in-service supervisors of world language departments, as part of his personal plan to give back to the profession.

New York Hilton Midtown Second Floor



A Message from the 2020 Chair



Dear NECTFL colleagues and friends,

Welcome to the 66th annual Northeast Conference on the Teaching of Foreign Languages! The NECTFL Board of Directors, Executive Director John Carlino, and I have worked to create a space for you to partake in the highest quality professional learning available in the Northeast. While you are with us this weekend, you'll get multiple opportunities to dialogue with other world language, bilingual, and immersion educators from throughout our region and beyond - all in pursuit of making our classrooms the best learning environments available.

Our regional conference is a critical event for language educators - not just for providing us with valuable professional development, but also for providing us with a forum to network with colleagues and form collaborative relationships with educators from all over the region and beyond. It is my goal that you leave this conference refreshed, invigorated, and emboldened to return to your teaching community and inspire your colleagues to be agents of change in their spheres and beyond.

Crafting this year's theme, *Languages for All: Envisioning Language Learning Opportunities for Every Learner*, came naturally to me: it is a reflection of my life's work to honor each and every student. It was my hope to create a conference that affirms that everyone deserves the opportunity to learn one or more languages in addition to their first language: no matter their age; no matter their socio-economic status; no matter the learning challenges they may face; no matter their native language.

And where better to explore the diversity of people and language but in New York City, where residents speak more than 800 different languages and whose immigrant population is constantly changing and growing. We welcome you to the Hilton Midtown and to explore all that New York City has to offer.

In addition to a diversity of workshops and sessions on general topics of interest in the field, the conference will host research roundtables and tech lab sessions where individuals present their research findings and first-hand experiences with new technology tools. Furthermore, #NECTFL20 offers featured sessions during each session time slot, which are workshops specially curated by my program committee for their strong connection to the conference theme.

We are honored to greet as our keynote speaker, Dr. José Medina, a fierce advocate for Dual Language and Bilingual Education. Known most for his work in providing dual language technical assistance, professional development, and job-embedded support to dual language programs, Dr. Medina's keynote speech will surely inspire you as he recounts his personal journey as a language learner.

As you visit the exhibit hall, please thank our exhibitors for their contributions. Not only are there vendors but also representatives from the Northeast state organizations, consulate members, private and public institutions, and others who work with us to make the Conference a rich and meaningful experience. Once again, the state organizations have submitted outstanding candidates for the Northeast Teacher of the Year. Join us at the awards ceremony on Friday evening to meet these teachers and to congratulate the Nelson H. Brooks awardee for outstanding leadership in the field, the James W. Dodge Foreign Language Advocate Award, the Stephen A. Freeman winner for the best-published article, and the NECTFL Mead Leadership Fellows who will develop projects throughout the year that contribute to the teaching profession.

Thank you for joining us and for your contributions to the N-16 students who benefit from your continued scholarship and desire to improve world language teaching and learning. May you have an amazing conference experience! Thank you for joining us this weekend!

With much appreciation,

Nathan Lutz

2020 NECTFL LOCAL COMMITTEE



Local Committee chairperson, James Wildman, and the Local Committee cordially invite you to visit the hospitality desk on the 2nd floor Promenade. The hospitality desk is open throughout the conference to assist you with your questions about the conference and about New York City. Local Committee members will also conduct session evaluations. Look for these important volunteers and help us thank them for their commitment to the conference!

WE SINCERELY APPRECIATE THE PARTICIPATION OF OUR 2020 Local COMMITTEE:

Wilfredo Abrahante, Roslyn Public Schools, NY
Robin Birnbaum, Edward R. Murrow High School, NY
Rosa Bonilla-Gomez, Vanguard High School, NY
Nelsa Boyer-Madisson, IS 237 Q, NY
Carolina Bustamante, SUNY Old Westbury, NY
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Marissa Coulehan, Springhurst Elementary School, NY
Andrew Hagerty, Townsend Harris High School, NJ

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Stacey Pedersen Ward, Leon M. Goldstein High School, NY
Cristina Santiago-Campbell, Brooklyn Technical HS, NY
Carol Shaw, Brick Township High School, NJ
Erica Thomas, New York City DOE, NY
Marleily Vargas, Eximius College Preparatory Academy

Session and Workshop Feedback and Evaluation

Please assist us in evaluating any workshops or sessions that you attend. Your input will help us select the “Best of NECTFL” as well as assist us in future conference planning. Just look for the “Evaluation and Feedback Form” at the bottom of every listing in the conference app. Thank you!

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



NECTFL salutes its dedicated state associations and their leadership!

Connecticut Council of Language Teachers (CT COLT)

Delaware Council on the Teaching of Foreign Languages (DECTFL)

Foreign Language Association of Maine (FLAME)

Foreign Language Association of Virginia (FLAVA)

Foreign Language Educators of New Jersey (FLENJ)

Greater Washington Association of Teachers of Foreign Languages (GWATFL)

Maryland Foreign Language Association (MFLA)

Massachusetts Foreign Language Association (MaFLA)

New Hampshire Association of World Language Teachers (NHAWLT)

New York State Association of Foreign Language Teachers (NYSFLT)

Pennsylvania State Modern Language Association (PSMLA)

Rhode Island Foreign Language Association (RIFLA)

Vermont Foreign Language Association (VFLA)

West Virginia Foreign Language Teachers Association (WVFLTA)

Thank you for being a part of our conference - we look forward to working with you this year and into the future!



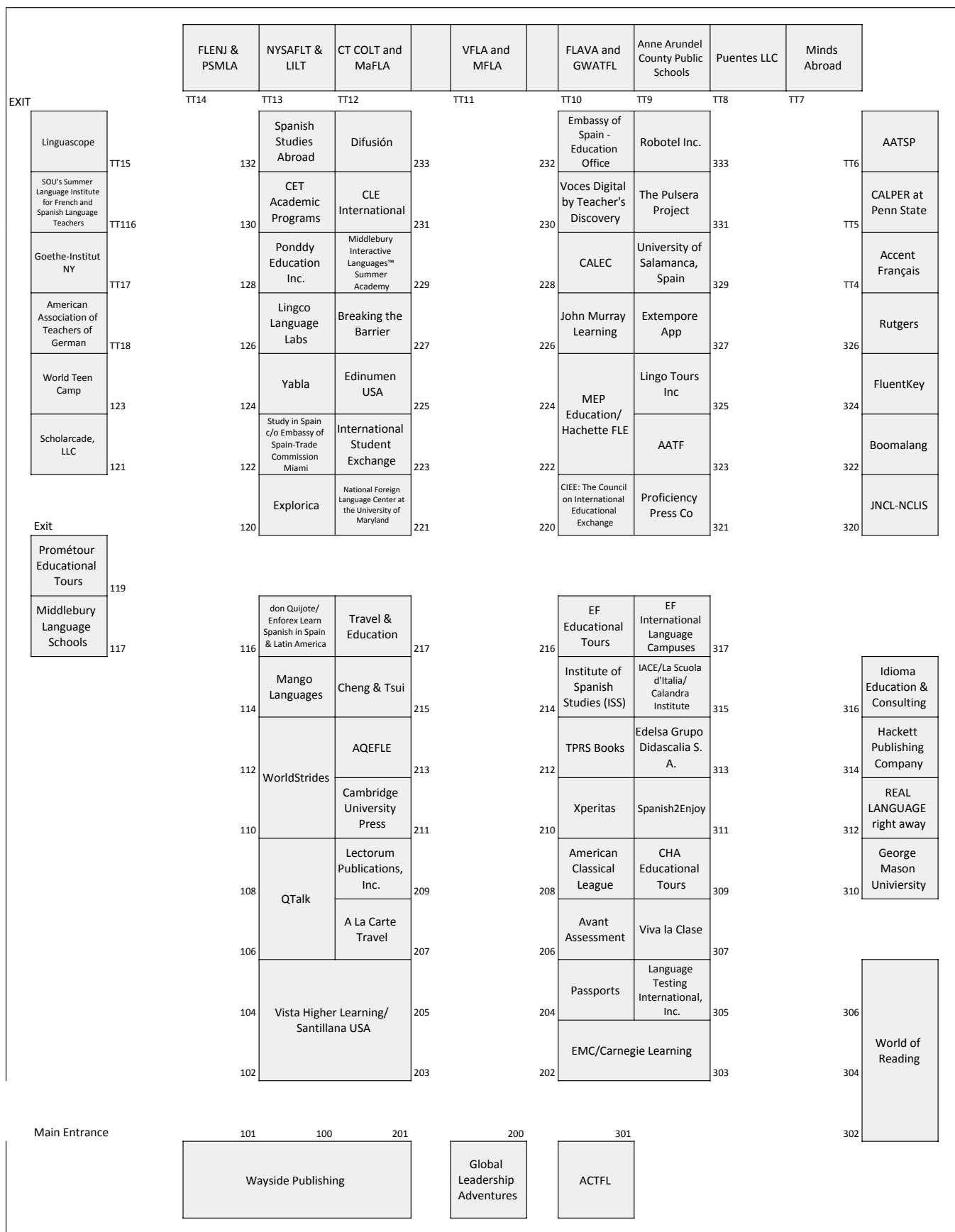
66th Annual Northeast Conference Program Overview

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		7:30		
7:45				7:45		7:45		
8:00				8:00		8:00		
8:15				8:15		8:15	Exhibits	
8:30				8:30	Session 1	8:30	Session 6	
8:45				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	Exhibits
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	Lunch and Exhibits	12:30		
12:45				12:45		12:45		
1:00	State Leaders Luncheon and Meeting			1:00		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		2:00		
2:15				2:15		2:15	Session 9	
2:30		Three-hour Ticketed Workshops			2:30	Exhibits		2:30
2:45					2:45		2:45	
3:00					3:00	Session 4	3:00	
3:15					3:15		3:15	
3:30			3:30		3:30	Session 10		
3:45			3:45		3:45			
4:00			4:00	Exhibits	4:00			
4:15			4:15		4:15			
4:30				4:30	Session 5	4:30		
4:45				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				

Exhibit Hall Floor Plan



Directory of Exhibitors

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AATF 323
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aatf@frenchteachers.org Jayne Abrate

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<https://www.aatsp.org/> (205) 506-0600
spainelong@aatsp.org Sheri Spaine Long

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stephanie.checa@accentfrancais.com
 Stéphanie Checa

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<http://www.aatg.org> (856) 795-5553
keith@aatg.org Keith Cothrun

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American Classical League 208
<http://www.aclclassics.org> (513) 529-7741
littlel@aclclassics.org Sherwin Little

ACL is the organization for teachers of Classical Languages at all levels.

American Council on the Teaching of Foreign Languages (ACTFL) 301
<http://www.actfl.org> (703) 894-2900
membership@actfl.org Genevieve Borello

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

Anne Arundel Co. Public Schools TT9
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esummers@aacps.org Gene Summers

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Rejean.Chatigny@aqefle.com Rejean Chatigny

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Avant Assessment 206
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aziz@avantassessment.com Aziz Ebinghannam

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Breaking the Barrier is a leader in print and digital language learning. Featuring instruction in Spanish and French, we provide students with a rock-solid understanding of language fundamentals as well as cultural insights from around the world. Our new and emerging technology brings content and culture to life for learners with up to date resources for students and teachers alike.

CALEC 228
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business@calec.org Kevin Hale

The Center for the Advancement of Languages, Education, and Communities is a nonprofit organization with a focus on multilingualism, cross-cultural understanding, and the dissemination of ideas through book publishing. Our mission is to empower multilingual families and linguistic communities through education, knowledge, and advocacy.

CALPER at Penn State TT5
<http://calper.la.psu.edu> (815) 000-0000
gxa9@psu.edu Gabriela Appel

The Center for Advanced Language Proficiency Education and Research (CALPER) at The Pennsylvania State University is one of the national Language Resource Centers funded by the U.S. Dept. of Education. CALPER creates teaching materials, conducts professional development workshops, and develops extensive free online resource in support of language education in the U.S.

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sradovich@cambridge.org Samantha Radovich

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CET Academic Programs is a study abroad organization that has been developing and operating innovative educational programs abroad since 1982. Offering a varied portfolio of semester, summer, and customized programs for college, high school, pre-college, and gap year students around the world, CET is known for strong academics, professional program management, and supportive student services.

Directory of Exhibitors

<p>CHA Educational Tours 309</p> <p>http://www.cha-tours.com (800) 323-4466 info@cha-tours.com Tina Falcione</p> <p>Founded by two foreign language teachers and celebrating our 51st anniversary in 2020, CHA has introduced over one million teachers and students to the rewarding benefits of international travel since 1969. Choose from over 100 pre-designed educational tours to destinations throughout Europe, the Americas, and Asia, or design your own custom tour. Teacher travels free with every six students!</p>	<p>don Quijote/Enforex Learn Spanish in Spain & Latin America 116</p> <p>https://www.donquijote.org/es/ +34 915912085 claudia.barquet@iegrupo.com Claudia Barquet</p> <p>don Quijote and Enforex are the leading institutions in teaching Spanish in Spain and Latin America. With more than 30 years of experience and with over 35 schools in Spain and Latin America, we offer innovative customized programs that meet any specific requirements of each school, including faculty-led, short-term and semester programs that cover a variety of subjects and electives.</p>	<p>Explorica 120</p> <p>https://www.explorica.com/ (888) 310-7120 info@explorica.com Tiffany Wagner</p> <p>Explorica works one-on-one with teachers to create educational student tours that meet their specific needs and budget. As your partner in travel, we specialize in connecting teachers and students to new cultures, languages and people by providing higher-quality components, at lower prices. Explorica's exclusive network of experienced travelers enables us to create customized tours with the best value.</p>
<p>Cheng & Tsui 215</p> <p>http://www.cheng-tsui.com (617) 830-5831 lhanlon@cheng-tsui.com Liz Hanlon</p> <p>Cheng & Tsui is an independent Boston-based publisher of Asian language textbooks and multimedia educational materials. Since 1979, we have pursued our mission of "Bringing Asia to the World" by developing, translating, and publishing groundbreaking, high-quality publications for Chinese, Japanese, Korean, and Arabic programs worldwide. +1(617) 988-2400.</p>	<p>Edelsa Grupo Didascalía S.A. 313</p> <p>http://www.edelsa.es +34 914165511 edelsa@edelsa.es David R. Sousa</p> <p>Edelsa, Spanish Publisher, has almost 30 years experience in the world of Spanish as a foreign language. Our company has been continuously innovating in the world of teaching, with one of the most extensive catalogues in the sector. As well as printed books, Edelsa develops digital interactive methods and materials.</p>	<p>Extempore App 327</p> <p>http://extemporeapp.com (952) 905-9906 thomas.murr@extemporeapp.com Thomas Murr</p> <p>Extempore, the Speaking Practice App is a Language Lab Alternative. There are no physical space requirements, it can be accessed on an existing computer lab or any school/student owned device, including Chromebooks or mobile devices. Extempore allows instructors to obtain and assess authentic speech without having to schedule face-to-face time with each student, through Extempore Time Parameters.</p>
<p>CIEE: The Council on International Educational Exchange 220</p> <p>https://www.ciee.org/go-abroad/high-school-study-abroad (866) 583-0332 hsabroad@ciee.org Caryn Berman</p> <p>Founded in 1947, CIEE is the country's oldest and largest nonprofit study abroad and intercultural exchange organization, delivering the highest-quality programs that increase global understanding and intercultural knowledge. Our High School Abroad programs allow students the opportunity to study abroad during high school for a summer, semester, year or gap-year in over 50 locations across the globe.</p>	<p>Edinumen USA 225</p> <p>http://www.edinumenusa.com +34 606941416 jnramos@edinumen.es Chema Ramos</p> <p>At Edinumen we are passionate about Spanish! With over 25 years of experience in the teaching and coaching of ELE (español como lengua extranjera) across the globe. At Edinumen we offer the most comprehensive Spanish solution in the marketplace with innovative content, modern digital platforms and cutting edge-methodology, covering from K-12 to higher education and professional development.</p>	<p>FLAVA TT10</p> <p>https://flavaweb.org/ kuetnerd@wlu.edu Dick Kuettner</p> <p>The Foreign Language Association of VA is a dynamic, professional organization composed of educators and others who have a common interest in promoting the use of world languages to accomplish their various goals. Its mission is to promote the study, teaching, use, and appreciation of world languages and cultures, and to encourage the exchange of ideas which verify world languages' place in today's global society.</p>
<p>CLE International 231</p> <p>http://www.cle-international.com mbegouin@cle-inter.com Jean-Luc Wollensack</p> <p>As a specialist publisher for teachers of French as a foreign language, CLE International is constantly listening to teachers and taking into account different needs, preferences, traditions and learning cultures. Our catalogue is constantly updated and improved, and represent a unique choice of teaching materials. Tel. +33 172 36 30 53</p>	<p>EF Educational Tours 216</p> <p>http://www.eftours.com (617) 619-2028 michele.ahouse@EF.com Michele Ahouse</p> <p>The global leader in international education, EF Educational Tours has worked with educators around the world for 54 years to help students gain new perspectives and build skills for the future through experiential learning. We provide a wide range of educational travel programs, all of which help students understand new people, places, and cultures, and discover more about themselves.</p>	<p>FLENJ TT14</p> <p>http://www.flenj.org info@flenj.org Frank Ruggiero</p> <p>FLENJ is a non-profit organization of professionals with a common vision of multilingual, global citizens who collaborate and connect to the world as a result of meaningful world language experiences. FLENJ advances and promotes the teaching of languages by influencing policy and practice to ensure high quality world language education in NJ schools and beyond.</p>
<p>CT COLT TT12</p> <p>http://www.ctcolt.org granerkennedyl@ctcolt.org Lea Graner Kennedy</p> <p>The Connecticut Council of Language Teachers (CT COLT) promotes, advocates for, and fosters the teaching and learning of world languages and cultures. We support, guide, and connect educators, students, policy makers, and the public through professional development, scholarship, and collaborative initiatives.</p>	<p>EF International Language Campuses 317</p> <p>http://www.livethelanguage.com (800) 992-1892 alexis.jungdahl@ef.com Alexis Jungdahl</p> <p>EF has been teaching languages for over 50 years using a fun and interactive teaching methodology that helps students learn better and faster. Stop by to discover 16 schools abroad. We offer short term courses, gap-years, professional development, group travel, and more, teaching French, Spanish, Italian, German, Japanese, Portuguese, Arabic, Russian, Korean, and Chinese. Make the world your classroom!</p>	<p>FluentKey 324</p> <p>https://fluentkey.com mandy@fluentkey.com Mandy Sofer</p> <p>Students don't get enough authentic listening practice. FluentKey is an exciting new way to make listening fun and meaningful using interactive videos. Motivate students and track their understanding. Save time and make your life easier with a free library of videos, quizzes, and games.</p>
<p>Difusión 233</p> <p>http://difusion.us (754) 281-7436, + 34 699103430 jherrera@difusion.com Jesús Herrera</p> <p>Difusión has been publishing language materials for educators and students for more than 30 years. Today we operate in 107 countries all over the world and our 60-plus staff members work with more than 200 contributors. Our mission is to help students learn Spanish they can use in real-life situations.</p>	<p>Embassy of Spain - Education Office 232</p> <p>www.educacionyfp.gob.es/eeuu (212) 629-4435 admin.usa@educacion.gob.es Carmen García Argüelles</p> <p>The Education Office of Spain in New York is a technical body of the Spanish Diplomatic Mission and represents the Ministry of Education and Professional Development of Spain. It manages the foreign education policies of Spain in the northeast region, promoting the Spanish language and culture and offering pedagogical and technical support to teachers of Spanish.</p>	<p>George Mason University 310</p> <p>https://gse.gmu.edu/programs/ rfox@gmu.edu Rebecca Fox</p> <p>The Advanced Studies in Teaching and Learning (ASTL) program in the School of Education, George Mason University, offers advanced professional development and language study for French and Spanish practicing foreign language teachers. We also offer initial licensure in Arabic, Chinese, French, German, Japanese, Korean, Latin, and Spanish through our Teaching Culturally and Linguistically Diverse and Exceptional Learners (TCLDEL) program.</p>

Directory of Exhibitors

Global Leadership Adventures 200
<https://www.experiencegla.com/> (858) 771-0645
 heidi@experiencegla.com Heidi Bohn

GLA offers more than 50 programs in over 22 countries across Africa, Asia, and Latin America as well as Hawaii and Puerto Rico, providing authentic, cross-cultural, and custom opportunities centered around experiential and grassroots service-learning projects. GLA provides life-changing experiences which cultivate global perspectives, open-mindedness, and ultimately inspiring great leaders, bringing positive change in their own communities and the world.

Goethe-Institut NY TT17
<http://www.goethe.de/newyork> (212) 439-8700
 andrea.pfeil@goethe.de Andrea Pfeil

The Goethe-Institut promotes knowledge of the German language abroad and fosters international cultural cooperation.

GWATFL TT10
<http://www.gwatfldc.org>
 connect@gwatfldc.org Donna Clark

Serving world language educators since 1965. The Greater Washington Association of Teachers of Foreign Language (GWATFL) is a non-profit organization focused on advocacy and professional development for world language teachers in Washington DC, Northern Virginia, and Maryland.

Hackett Publishing Company 314
<https://www.hackettpublishing.com>
 laurylf@hackettpublishing.com Lauryl Fischer

Established in 1972, Hackett Publishing Company is a privately held, staunchly independent publisher. Hackett's personnel, its books, the quality of its relationships with its authors, and the character of its practices all manifest a stability and continuity rare in today's publishing world.

IACE/La Scuola d'Italia/Calandra Institute 315
<http://iacelanguage.org> (212) 772-8755
 ilaria@iacelanguage.org Iliaria Costa

IACE is a non-profit organization founded in 1975 for the purpose of promoting the study of the Italian language and culture within the tri-state area. La Scuola d'Italia is an independent Italian/English bilingual Pre-K-12 school that offers an exceptional educational experience in NYC. The Calandra Institute's mission is to foster higher education among and about Italian-Americans.

Idioma Education & Consulting 316
<http://www.idiomaconsulting.com> (978) 494-6430
 mwalles@idiomaconsulting.com Melissa Walles

Online, on-site, and hybrid courses designed for practicing world language educators. Practical and flexible courses in Spanish, French, Italian, Portuguese, Mandarin, ESL, Latin & world language methodology. Earn graduate credits from one of our accredited partner universities: Southern New Hampshire University, the University of the Pacific, or Ashland University or professional development hours towards your educator licence.

Institute of Spanish Studies (ISS) 214
<https://issvalencia.com/> +34 963696168
 laura@issvalencia.com Laura Sanchez

Our 70 years of experience enable us to offer the highest quality study abroad programs in Valencia, Spain. The ISS, in collaboration with Marywood University, offers its "Summer Institute for Spanish Teachers," where participants may earn three graduate credits. We also offer taylor-made faculty-led programs, as well as fall, spring and summer sessions for university students.

International Student Exchange 223
<http://iseusa.org> (800) 766-4656
 contact@iseusa.org Amanda Corey

International Student Exchange (ISE) is proud to serve as a designated sponsor of high school exchange programs for international students, as well as a provider of summer and high school exchange programs for American teenagers interested in living and studying abroad. Founded in 1982, our certified 501c3 non-profit organization has provided quality exchange programs for over 30,000 exchange students.

John Murray Learning 226
<https://library.teachyourself.com/>
 sarah.cole@hodder.co.uk Sarah Cole

John Murray Learning is a specialist educational imprint offering courses in over 70 languages through its acclaimed brands including Michel Thomas (www.michelthomas.com) and Teach Yourself™. We offer innovative audio, digital and print courses, graded readers and reference materials for adults and young adults learning in the classroom, with a tutor or on their own as additional study resources.

Joint Nat'l Committee for Languages 320
<http://www.languagepolicy.org> (202) 580-8684
 tealvin@languagepolicy.org Trey Calvin

Located in Washington, D.C., the Joint National Committee for Languages (JNCL) is a mission-driven membership organization representing a national network of +300,000 professionals and specialists from the education, non-profit and industry sectors. Our trusted language policy team empowers our members to raise awareness of the benefits of multilingualism to Congress. We speak language policy to power.

Language Testing International, Inc. 305
<http://www.languagetesting.com> (800) 486-8444
 sales@languagetesting.com Ed Weisman

Since 1992, Language Testing International (LTI) has been a global leader in the development of language proficiency testing for more than 120 languages. As the exclusive licensee of ACTFL, we administer hundreds of thousands of tests for a broad range of academic needs, including entrance, placement, and graduation requirements; program evaluation; credentialing of teachers and language professionals; and K-12 proficiency assessments accepted for attainment of the Seal of Bilinguality.

Lectorum Publications, Inc. 209
<http://www.lectorum.com> (800) 345-5946
 hviskovic@lectorum.com Hilda Viskovic

Lectorum is the largest and oldest Spanish books distributor in the U.S. We have the best selection of children's and adult books including a large selection of authentic Spanish literature for all grades. We customize booklists per customer specifications. Our experienced bilingual staff develops opening day collections for schools and libraries.

Lingco Language Labs 126
<http://www.lingco.io> (517) 960-9276
 seth@lingco.io Seth Killian

Lingco is an adaptive language learning platform. It uses artificial intelligence to predict what students know and what they are ready to learn next. With Lingco, instructors can create and assign activities with writing and speaking prompts and vocabulary learning sessions that adapt to each individual student.

Lingo Tours Inc 325
<http://www.lingo-tours.com> (347) 391-8986
 info@lingo-tours.com Johan Scherstén

Lingo Tours - customized educational group tours. We create a wide range of themed educational group tours, everything from cultural student tours, adult tours and of course language tours. Our customized Language Group Tours are designed in a variety of formats to meet your needs both in language level and intensity. Tel. +31 655554136

Linguascope TT15
<https://www.linguascope.com> (800) 567-7733
 northamerica@linguascope.com Darryl Taylor

Linguascope is an award-winning website offering interactive resources in French, Spanish, German, Italian, Russian, Mandarin, Arabic, Portuguese, Polish, Welsh, Scottish Gaelic, Maori, and English to match curriculum requirements. The content ranges from elementary to intermediate level and is suitable for students ages 6 to 16. Organized in topic areas, the materials are presented via a host of immersive multimedia activities.

MaFLA TT12
<http://www.mafla.org>
 membership@mafla.org Jeanne O'Hearn

The Massachusetts Foreign Language Association is a non-profit service organization committed to the professional growth of its members and to the promotion of quality teaching and learning and cultures from kindergarten through the college level and beyond.

Mango Languages 114
<http://www.mangolanguages.com> (248) 254-7450
 info@mangolanguages.com Billy Piche

Mango Languages is your 24/7 teacher's assistant. Built to replace language-learning textbooks, Mango's award-winning language software and classroom materials are ready to integrate seamlessly and adapt to your curriculum. Working with Mango is a true partnership. We're here for you all year long - from integration to graduation, supporting your classroom's unique needs and goals.

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MEP Education/Hachette FLE 222
<http://www.mepeducation.net> (847) 676-1596
info@mep-inc.net Daniel Eastman
 MEP Education provides a complete selection of textbooks, supplementary resources, and graded readers from the best language publishers in Europe. We are the exclusive distributor for Hachette FLE in the United States. Other publishers we work with are CLE International, Didier, Maison des Langues, Hueber, Alma, SGEL, Difusión, and Cideb/Black Cat.

MFLA TT11
<http://mflamd.org>
communications@mflamd.org Rusty Mumford
 The purpose of the Maryland Foreign Language Association is to provide leadership in foreign language education, pre-K through post-secondary, by promoting the study of foreign languages and cultures and by providing opportunities for individual professional growth by symposia, regional meetings, and media.

Middlebury Interactive Languages™ Summer Academy 229
<http://www.middleburyinteractive.com/academy>
 (888) 216-0135
MILSummerAcademy@k12.com Theresa Bruns
 Middlebury Interactive Languages™ Summer Academy is an enriching four-week language immersion program for teens who are interested in making real language gains in Spanish, French, Chinese, or Arabic. Students take the Language Pledge® to stay in-language for the entire month, creating a truly immersive experience. Academy students make unrivaled strides in their language acquisition and come away with lifelong friends.

Middlebury Language Schools 117
<http://www.middlebury.edu/ls> (802) 443-5239
hjohannessonforgit@middlebury.edu
 Haviland Johannesson-Forgit
 Middlebury has been delivering life-changing, innovative summer immersion language programs from beginner to advanced levels for over 100 years. The difference is our Language Pledge. We offer 11 languages in Vermont and California for college credit.

Minds Abroad TT7
<http://www.mindsabroad.com> (919) 438-3942
info@mindsabroad.com Carl Jaramillo
 Minds Abroad offers customized programs for high school and college groups. These programs can begin anytime during the year and have the flexibility of combining language immersion, volunteering and educational travel along with specific needs of each group. Minds Abroad's philosophy is about 'learning by doing' so in addition to studying Mandarin, we also arrange for volunteering activities.

National Foreign Language Center at the University of Maryland 221
<https://startalk.umd.edu/public/> (240) 380-2839
startalk@nflc.umd.edu Caressa Kislus
 As a research institute of the University of Maryland, the NFLC works to define current and future language needs of the nation and helps build capacity to meet those needs.

NYS AFLT TT13
<http://www.nysaflt.org> info@nysaflt.org
 The New York State Association of Foreign Language Teachers is an organization representing world language educators from all regions of New York whose purpose is to serve the needs of the profession. We are dedicated to the development of second language skills and cultural awareness among students. NYS AFLT offers its members professional development, conferences, and advocacy resources.

Passports Educational Travel 204
<http://www.passports.com> (508) 885-4600
dale@passports.com Dale Davies
 Passports Educational Travel partners with teachers across the United States to provide high-quality educational travel experiences to their students. Educational travel tours visit destinations around the world - primarily France, Italy, England, Spain and Costa Rica - at low, guaranteed prices.

Ponddy Education Inc. 128
<https://www.ponddy.ai/> (408) 800-7798
support@ponddy-edu.com Norman Wang
 Pondy Education Inc. is the leading Chinese language education technology company based in San Jose, CA. We provide customized online Chinese tutoring as well as teaching support by leveraging powerful AI technology with only ONE goal - make learning Chinese fun and effective for all.

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Prométour Educational Tours 119
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info@prometour.com Mark Stephens
 Prométour Educational Tours is one of the most highly regarded companies in educational travel. We design customized, non-combined tours to help each and every group get the most out of their educational travel experience.

PSMLA TT14
<https://www.psmla.org/>
secretary@psmla.org Mike Bogdan
 Founded in 1919, the Pennsylvania State Modern Language Association is a non-profit professional organization dedicated to the teaching and learning of languages and cultures from kindergarten through university levels.

Puentes LLC/Jennifer Degenhardt & A.C. Quintero TT8
<http://www.puenteslanguage.com> (203) 671-3165
jadegen9@gmail.com Jennifer Degenhardt
 Puentes Language provides compelling, comprehensible novels in Spanish, French, and English (with other languages coming!) for students learning those languages. Novels feature rich vocabulary, simple grammar, embedded culture, history, and social issues.

QTALK Publishing LLC 106
<http://www.qtalk.com> (877) 549-1841
info@qtalk.com Maurice Hazan
 QTALK® is a language learning method based on placing a series of icons grammatically and interpreted as full sentences. The icons serve as visual cues that enable students to talk. Using this method, students go through the three steps of Semantic Memory. It's based on Active Cognition, which makes students active participants in the learning experience while teachers become facilitators.

REAL LANGUAGE right away 312
<http://www.reallanguagerightaway.com>
 (630) 918-0919 Denise Clivaz
orders@reallanguagerightaway.com
 The REAL LANGUAGE right away program is a unique communicative approach for beginner language students. This method, based on a conversational model, allows students to have a meaningful exchange in the target language right away. Accessible to a wide variety of learners, students find it rewarding and fun to be able to use authentic language so quickly!

Robotel Inc. 333
<http://www.robotel.com> (450) 680-1448
bgagnon@robotel.ca Bill Gagnon
 Robotel provides digital language teaching platforms and English language courses. Robotel's SmartClass+ language teaching platform supports a blend of self-access and classroom activities, works with all devices, and provides 24/7 access to a cloud-hosted digital media library. Let's Talk! English is an ESL/EFL digital curriculum, (CEFR levels A1, to C1), having 2000+ activities for reading, writing, listening, and speaking skills.

Rutgers Graduate School of Education 326
<http://gse.rutgers.edu> (848) 932-0738
charles.basden@gse.rutgers.edu Charles Basden
 The Rutgers University Graduate School of Education is dedicated to the study and improvement of education. The creation of knowledge about teaching and learning is central to our mission. We seek to ensure that all children and adults have access to high quality educational programs.

Scholarcade, LLC 121
<http://spywatchlex.com> (203) 615-1947
dan@scholarcade.com Daniel Turcotte
 Supplementary ACTFL-based foreign language education through video games. Learning language shouldn't feel like homework; it should feel like an adventure!

Directory of Exhibitors

<p>Southern Oregon University's Summer Language Institute for French and Spanish Language Teachers TT16</p> <p>https://sou.edu/academics/summer-language-institute/sli@sou.edu Joanie Keller-Hand</p> <p>Southern Oregon University's Summer Language Institute is an exciting master's degree program focusing specifically on the needs of middle school, high school, and community college Spanish and French teachers. It offers a unique opportunity to improve language skills and cultural understanding and to learn the most current second language practices and pedagogy. Held in beautiful Guanajuato, Mexico or Angers, France. Call (541) 552-6113.</p>	<p>Travel & Education 217</p> <p>www.travelandeducation.org (215) 396-0235 info@travelandeducation.org Patrizia D'Adamo</p> <p>T&E is a unique provider of study abroad to Spain, Italy, France (all immersion), Cuba (people-to-people), Brazil (ecotourism), and Costa Rica (service learning), offering immersion and touring options for students and faculty. All T&E programs are customizable with little or no additional cost. Visit our booth to receive a chance to win a scholarship for a week paid course in Salamanca, Spain!</p>	<p>Wayside Publishing 101</p> <p>https://waysidepublishing.com (888) 302-2519 info@waysidepublishing.com Sofia Goller</p> <p>At Wayside Publishing, we create Spanish, French, Italian, German, and Latin secondary school language programs that allow you to spend less time researching and more time focusing on your students. Combining modern resources, cultural exploration, and the latest language learning pedagogy, our programs will help you inspire, challenge, and support your students as they work toward communicative and cultural competence.</p>
<p>Spanish Studies Abroad 132</p> <p>https://spanishstudies.org/ (413) 256-0011 info@spanishstudies.org David Anderson</p> <p>Since 1969, Spanish Studies Abroad has designed its own innovative programming, specifically for U.S. students, with a focus on academic integrity, Spanish language acquisition, and student integration into the local culture. The mission of Spanish Studies Abroad is to promote our students with in-depth understanding of Spanish-speaking countries through specifically designed and academically rigorous university-level and cultural travel programs.</p>	<p>University of Salamanca, Spain 329</p> <p>http://cursosinternacionales.usal.es +34 923294418 internat@usal.es José Miguel Sánchez Llorente</p> <p>Founded in 1218, the University of Salamanca is the oldest existing Hispanic University. One of its main objectives is "the promotion, enhancement and dissemination of the Spanish language." If you want to start studying Spanish or if you want to improve your level in an immersion context, the University of Salamanca offers a wide variety of courses and study programs all year-round.</p>	<p>World of Reading Ltd. 302</p> <p>https://www.wor.com Cindy Tracy polyglot@wor.com (800) 729-3703 or (404) 233-4042</p> <p>Since 1989, World of Reading has offered the largest variety of foreign language and ESL materials: books, DVDs, CDs, T-shirts, games and software, in over 100 languages, and at discounted prices, for ages 0-99. Find products for learning another language and for learning in another language. Visit us online, call or email for objective recommendations for YOUR needs.</p>
<p>Spanish2Enjoy 311</p> <p>http://www.spanish2enjoy.com +34 961 303 320 info@spanish2enjoy.com Andrea Lupion</p> <p>Spanish2Enjoy was born as a new branch of Schola, a company specialized in the organization of language programs throughout Europe, the US, and Canada. In Spain we also organize English and Spanish courses, as well as summer camps and activities related to the learning of languages.</p>	<p>VFLA TT11</p> <p>http://vfla.org vflalist@gmail.com Kerylyn Bristow</p> <p>The Vermont Foreign Language Association (VFLA) represents world language teachers in Vermont. The VFLA envisions a Vermont of multilingual, global citizens who collaborate and connect to the world as a result of meaningful world language experiences. We support, advocate for, and advance the teaching of world language for all Vermont students.</p>	<p>World Teen Camp 123</p> <p>http://www.nycamp.org (845) 858-2200 tgsmith@ymcanyc.org Thad Gifford-Smith</p> <p>The YMCA's World Teen Camp offers a one-of-a-kind language learning and cultural exchange opportunity for students. International and American campers live, learn, and have fun together in a traditional camp setting that includes four language villages: German, French, Spanish, and Mandarin. In each village campers are immersed in the language they are learning alongside native speakers of that language.</p>
<p>Study in Spain c/o Embassy of Spain-Trade Commission Miami 122</p> <p>http://www.spainedu.org (305) 464-4387 miami@comercio.mineco.es ALberto Faibero</p> <p>Study in Spain features the best higher learning studies, language and culture programs, publishing, and educational materials and services. We promote Spain as a study abroad destination and offer the best options for learning materials and aids. Study in Spain is coordinated by the Embassy of Spain-Trade Commission in Miami. Please contact us for more information.</p>	<p>Vista Higher Learning 102</p> <p>http://www.vistahigherlearning.com(800) 269-6311 sales@vistahigherlearning.comShannon DiStefano</p> <p>Where will world languages take you? Today's students are preparing for a world where intercultural communication is a necessary part of everyday life. At Vista Higher Learning, we develop innovative digital and print solutions to connect the world through language and culture.</p>	<p>WorldStrides 110</p> <p>https://worldstrides.com/ (434) 982-8600 conferences@worldstrides.org Liz Sharp</p> <p>Customize your own study tour or language program in 11 Spanish-speaking and 5 French-speaking countries with only 10 students and with college preparatory credit included on all programs. For truly authentic and immersive language learning experiences, all experiences can include homestay, language classes, school visits/intercambios, and service-work at local community projects.</p>
<p>The Pulsera Project 331</p> <p>http://www.pulseraproject.org (484) 319-7040 pulseraproject@gmail.com Jillian Bonner</p> <p>The Pulsera Project is a nonprofit organization that educates, empowers, and connects Central American artists with students in more than 2,800 U.S. schools through the sale of colorful handwoven bracelets, or "pulseras" in Spanish. We brighten U.S. schools with art and compelling cultural education while employing nearly 200 artists and investing proceeds to create lasting change in Central American communities.</p>	<p>Viva la Clase 307</p> <p>http://vivalaclase.com lastressenorras@gmail.com Carmen Alessi</p> <p>Three teachers creating fun and engaging instructional materials, games and activities for the Spanish classroom.</p>	<p>Xperitas 210</p> <p>http://Xperitas.org (612) 892-0022 info@Xperitas.org Amy Litman</p> <p>Xperitas is a nonprofit educational organization that provides authentic language immersion experiences for teachers and their students. Accessibility is part of the Xperitas mission, and we provide significant need-based financial support to students. Founded more than 45 years ago by world language teachers, we continue to be staffed by former teachers who share your passion for language and learning!</p>
<p>TPRS Books 212</p> <p>http://www.tprsbooks.com (888) 373-1920 craig@tpsrbooks.com Craig Sheehy</p> <p>TPRS Books is committed to helping students have the most engaging and successful language learning experience and to helping teachers accomplish that goal!</p>	<p>Voces Digital by Teacher's Discovery 230</p> <p>http://www.vocesdigital.com (800) 848-0256 erina@vocesdigital.com Erin Almeranti</p> <p>Created "For Teachers, By Teachers," Voces offers web-based resources for Spanish, French, and ESL. Voces is an affordable, intuitive, and interactive experience for educators and their students. All titles in the Voces library are ACTFL-aligned and packed with videos, stories, activities, audio, authentic material, panoramas, and so much more! Visit our booth or go to VocesDigital.com for a free trial.</p>	<p>Yabla 124</p> <p>http://www.yabla.com (212) 625-3226 schools@yabla.com John Duquette</p> <p>Yabla is a revolutionary resource for language learners that offers innovative tools built around authentic video content from around the world. Yabla is designed to act as an immersion workbook, improving students' language acquisition through regular exposure to native speakers and consistent spelling and vocabulary practice. And it's fun!</p>

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Room	Session 1, 8:30–9:30 a.m.	Session 2, 11:30 a.m.–12:30 p.m.	Session 3, 1:45–2:45 p.m.	Session 4, 3:00–4:00 p.m.	Session 5, 4:30–5:30 p.m.
Beekman	101. Best of VT: Movie Talk-Ageless, Timeless, Priceless	120. Best of NY: Check Your Privilege with Cultural Proficiency	140 Best of MA: But What About the Grammar?	160. Best of CT: Stations in the WL Classroom	180. Best of GWATFL: Visible Thinking Routines in Language Classrooms
Sutton North	102. Best of MD: Highlighting Black Culture in the Spanish Classroom	121. Empowering Diverse Learners: Research-Based Strategies for Success	141. Embracing Learning Differences in the Foreign Language Classroom	161. Modifications and Accommodations Made Easy for Students with Learning Differences	181. Best of VA: Comprehensible Input: Accessible Spoken-Latin Activities for Teachers
Sutton Center	103. Featured Session: Género Neutro y Lenguaje Inclusivo en Español	122. Featured Session: We All Can Do It: Differentiation Through Backward Design	142. Featured Session: Proficiency in the Immersion Classroom: What Can They Discuss?	162. Featured Session: Building the Bridge to Output: Formative Assessments for All Learners	182. Featured Session: Building the Bridge to Output: Scaffolding for All Learners
Sutton South	104. Throw Away the Highlighter: Reading Strategies for Everyone	123. Interactive Interpretation: Deconstructing the Interactive Model	143. Learning Spanish Through Culturally Thematic Units: El Camino de Santiago	163. Sociedad Honoraria Hispánica - Sharing Chapter Successes	183. Growing Your Network and Leadership
Regent	105. Starting with Why: Principled Teacher Training to Spark Student Success	124. Feedback to Push Forward: Practical Tools for Monday	144. Verbal Strategies and Visuals to Encourage Target Language Use	164. Using Authentic Resources to Build Interpretive Skills	184. Increase Learner Engagement and Program Retention with Motivating Language Credentials
Byrant	106. Individualized Vocabulary Acquisition	125. Effective Online Assignments Assessment Through Instant and Delayed Feedback	145. Creating a Positive Classroom Community Through Student Reflection	165. WICOR-ize your World Language Classroom: Strategies for All Learners	185. Multiple Perspectives on Passing the World Language edTPA
Nassau East	107. Decolonizing Curriculum - One Unit at a Time	126. Fostering Inclusive Classroom and Departmental Environments for LGBTQIA+ Learners	146. Launching a Learner-active World Language Classroom	166. The Look of Language: Visual Literacy and Immersion Language Teaching	186. Selecting Assessments for Heritage Language Programs
Nassau West	108. Go Team! Creating Community in the World Language Classroom	127. Using Music and Magic To Engage All In Learning Languages	147. Meeting the Needs of Spanish Heritage Speakers	167. Utilizing Comprehensible Input for An Inclusive Classroom	187. Chill Input
Murray Hill East	109. Creative Social-emotional Learning in the World Language Classroom	128. A Content-integrated Approach to Language Learning	148. For Real? Making our Classrooms Truly Communicative	168. Creating Classrooms for Equity and Social Justice	188. Bridging the Gap: Developing Global Citizens Through Virtual Exchanges
Murray Hill West	110. Designing Professionally-themed Courses in Chinese, French and Spanish	129. Homework in World Languages: Using Research to Overcome the Controversy	149. What's APPening?	169. Unpack that Image	189. World Language Full STEAM Ahead!
Gramercy East	111. Structured Input for All	130. Moving Students from Novice to Intermediate Speaking: Many Techniques	150. Using Digital Proficiency Portfolios to Track Growth	170. Approche à l'apprentissage linguistique basée sur l'histoire d'"Un Village français"	190. Exhibitor: Your Road Map to CI Success
Gramercy West	112. Exhibitor: How to Learn a New Language in Fifteen Minutes	131. Exhibitor: Let's Get Real: Authentic Assessments with IPAs	151. Exhibitor: Differentiated Instruction in a Multi-leveled Classroom	171. Exhibitor: Get the Conversation Started: Interpersonal Communication at the Novice Level	191. Exhibitor: How 'bout them AAPPLs? The Value of Proficiency Testing
Gibson	113. Diversity and Equal Representation in the German Curriculum: Impuls Deutsch	132. Exhibitor: Project-based Learning (PBL) in Spanish Language Teaching	152. Exhibitor: Linguascope.com – Helping Schools Deliver their Language Curriculum	172. Exhibitor: Teaching the Multitudes: Making Resources Work for All Levels	192. Exhibitor: AATG Networking Session for German Teachers
Clinton	114. Exhibitor: Culturally Inclusive Practices for the Language Classroom	133. Exhibitor: National Spanish Examinations and Assessments	153. Exhibitor: La naissance du Canal du Midi	173. Exhibitor: Ven a conocer España	193. Accessing Authentic Resources: 18 Strategies That Go Beyond Questioning
Madison	115. Exhibitor: Empowering Progress: Developing Learners' and Teachers' Reflective Practice	134. Exhibitor: Exploring Language and Culture with Google Earth	154. Exhibitor: Teaching and Promoting French in the 21st Century	174. Exhibitor: Creating Connections Through Children's Literature	194. Exhibitor: 3 Keys to Unlocking a Novel
New York Suite (4th)	116. Exhibitor: Submarino: tu primer viaje al español	135. NNELL Networking "Un-Con" Share Session	155. Mixed-language Living-learning Communities: Empowering Student-driven Intercultural Learning	175. Teacher of the Year Nominees Networking Session (closed group)	195. Junior High School: Starting the Path to Bilingualism
East Suite (4th)	117. Digital Social Reading Projects from Elementary Level to Content-based Courses	136. Collegial Classics Colleagues Roundtable	156. Italian as a Second Language and Improvisational Theatre: New Strategies	176. Exhibitor: Rethinking College Spanish Curriculum: Working with Proyectos	196. Italian is Cool
Lincoln Suite (4th)	118. Mead Collaborative	137. Differentiated Instruction with Telecollaborative Conversation	157. Games and Brain Breaks to Keep the Class Moving	177. More Than a Task, Less Than a Project?	197. One Size Doesn't Fit All: Developing Curricula to Embrace Diversity

Room	Session 6, 8:45–9:45 a.m.	Session 7, 10:30–11:30 a.m.	Session 8, 1:00–2:00 p.m.	Session 9, 2:15–3:15 p.m.	Session 10, 3:30–4:30 p.m.
Beekman	201. Best of PA: Laying a Foundation for the AP Exam in Levels 1-3	220. Best of NJ: Let's Talk Tech!	240. Best of RI: From Input to Output: Ten CI Activities That Generate Output	260. Best of NH: Using CI to Empower Students with Social and Emotional Challenges	280. Getting our Novice Students to Speak the Target Language
Sutton North	202. Best of DE: The Family BBQ: Developing Simultaneous Interpersonal Speaking	221. Teaching World Languages to Learners with Learning Differences	241. Best of ME: Be the Calm Classroom	261. Engaging All Language Learners with Free Tech Tools	281. Heritage Learners of Spanish: Using Assessments to Promote Inclusivity
Sutton Center	203. Featured Session: Real Lesson Planning for the Dual Language Classroom	222. Featured Session: Gender Neutral Options in Spanish and French for Inclusive Classrooms	242. Featured Session: AP For All: Heritage Learners and Educators in Nueva York	262. Featured Session: Teaching our Tongues: Celebrating Linguistic and Cultural Diversity in Schools	282. Featured Session: Reading is FUNdamental: Bringing Joy into Your Reading Units
Sutton South	204. Planning for Proficiency with the Brain in Mind	223. Developing Literacy with Visual Texts	243. Supporting Learners Along Pathways to Seal of Biliteracy and Beyond	263. Safe Space, Brave Space: Creating Empowering Learning Environments Through Theatre	283. Raising the Bar for All Learners: Incorporating Critical Thinking Strategies
Regent	205. Simple Steps to Keep Your Students Speaking in Spanish	224. Welcome to the Living Museum: Come Discover Contemporary Hispanic Heroes	244. Providing for All Students' Needs with Creative, Innovative Lessons	264. Using Authentic Resources to Teach Grammar in Context	284. Authentic Listening Resources for Spanish Classes
Byrant	206. STEM-focused Immersion Learning	225. Authentic World Language Connections Through Culture, Experiences and Freedom of Choice	245. Promoting Rigor and Engagement in the Chinese Classroom: Play and Learn	265. Pulsera Project: Lessons for Empowerment, Unity, and Social Justice	285. Strategies for Increasing Intercultural Competence in the Classroom and Abroad
Nassau East	207. Planning for More Universal Design in the Foreign Language Classroom	226. Language for All: Teaching Graffiti for Intercultural Literacy	246. It's Complicated – Developing Confident Communication in All Students	266. Using Rhymes and Raps to Increase Student Language Proficiency	286. Introverts in the World Language Classroom
Nassau West	208. Let's Talk: Comparing Cultures in the Novice Classroom	227. #SoyMigrante: Incorporating Intersectional Immigrant Stories in a Foreign Language Classroom	247. The Real World: The Language Classroom	267. Trauma-informed Practices in the World Language Classroom	287. Mindfulness for More Productivity in The World Language Classroom
Murray Hill East	209. Engaging World Language Learners with Culture and History	228. Promoting Student Engagement with Digital Journals in Foreign Language Courses	248. Fostering Active Learning through the Use of Images	268. A Proficiency-based Four-semester College Sequence – Essential Questions	288. Create a Dual Credit World Language Program at Your Institution
Murray Hill West	210. Reading Strategies to Improve Language and Cultural Proficiency	229. Using Differentiated Instruction to Create a Personalized Learning Experience	249. Engaging Students Through Questioning in the Foreign Language Classroom	269. Fun and Engaging Activities to Implement High Leverage Practices	289. Multiple Pathways within an IPA: Many Roads Lead to Proficiency
Gramercy East	211. World of Possibilities: Connecting the Core Practices to Advanced Literacies	230. Tutoring, Retakes, and Redemption: Helping Struggling Students to Succeed	250. Empower Yourself, Empower Others	270. Increase Student Target Language Use in Classroom Using Five Pedagogical Pillars	290. Fostering Resiliency in the World Language Classroom
Gramercy West	212. Exhibitor: Cultural Games for the Spanish Classroom	231. #techlab	251. Research Roundtable	271. Integrated Performance Assessment (IPA) Exemplars Poster Session	291. Bringing Big Ideas and Meaningful Content into Beginner-level Courses
Gibson	213. Exhibitor: Comprehensible Novels as the Basis for Instruction: Yes, Really!	232. Goethe-Institut Full-Immersion Coaching Program	252. The Case of the Disappearing Requirement	272. Teaching Language Through a Cultural Lens via Literacy and Film	292. Connecting with Cuba: A Unique Context for Growing Intercultural Competence
Clinton	214. Exhibitor: From Authentic Resources to Authentic Assessments	233. Exhibitor: The Ideal Lesson Plan – 10 Steps to Total Fluency	253. Mead Project: Over 100 Videos to Help Integrate Perú into Your Lessons	273. Using Real-world Tasks to Assess Student Performance Toward Proficiency	293. Growing Tomorrow's Leaders Today – A Mead Project
Madison	215. Exhibitor: Engaging All Spanish Learners: Personalized, Task-based and CALL Learning Projects		254. Mentor Scholarship Winner Debrief	274. Let's Play! Incorporating Games Across the Modes	294. Inquiry-Based Projects In the Spanish Classroom: As Easy As 1-2-3!
New York Suite (4th)	216. Foreign Language Advocacy and the Opportunity to Learn Another Language	234. Stories, Robots, and Coding	255. Voices of Diaspora: Scaffolding Culture in French and Spanish Courses	275. Everyone Can Read! Interpretive Activities and Assessments for All Students	295. Making Connections to Support all Language Learners
East Suite (4th)	217. Risk, Reach, and Relevance: Interactive Activities to Engage All Students	235. Excite the School with World Language Lip Dubs & Flash Mobs	256. Collaboration: The Key to Shining a Spotlight on World Language Programs	276. Building Authentic Learning Experiences that All Students Can Access	296. Building Writing Proficiency: Targeting Strategies for All Learners

THURSDAY

Early Morning Yoga**6:45–7:30 a.m.****Regent**

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!

Organizer/Presenter(s):

Jennifer Schwester, jennyzenyoga

Pre-conference Workshops—Full Day (\$100)**1. Engaging All Learners in the Language Classroom****Session: 9:30 a.m.–4:30 p.m.****Beekman**

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,
ACTFL & Howard County Public Schools, retired, MD**Intended Audience(s):** PreK-16+ (all)**Keyword:** Diversity**Examples in:** Multiple**Language(s) spoken:** English**2. ACE (Abrazando el Cambio en Español)****Teacher Workshop****Session: 9:30 a.m.–4:30 p.m.****Sutton North**

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, FLÁlvaro Sesmilo,
Nebrija University, Madrid, SpainAlberto Buitrago,
University of Salamanca, Spain**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English and Spanish**3. Cultivating World Language Classrooms of Intercultural Empathy****Session: 9:30 a.m.–4:30 p.m.****Sutton Center**

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**Examples in:** Arabic and French**Language(s) spoken:** English**4. Communication, Community, and Inclusivity Through Art in a Second Language****Session: 9:30 a.m.–4:30 p.m.****New York Suite, 4th Fl.**

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, MAKathy Fegely,
Antietam High School, retired, Reading, PA**Intended Audience(s):** PreK-16+ (all)**Keyword:** Culture/Literature**Examples in:** Multiple**Language(s) spoken:** English

Pre-conference Workshops— Morning (\$50)

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

Session: AM **Sutton South**

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, MA

Intended Audience(s): High School & College

Keyword: Instructional strategies

Examples in: French and Spanish

Language(s) spoken: English

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

Session: AM **Regent**

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

Examples in: Multiple

Language(s) spoken: English

7. Strategies for Equitable Language Learning for All Language Learners

Session: AM **Bryant**

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, CT

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

Keyword: Diversity

Examples in: Spanish, German, and English

Language(s) spoken: English

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

Session: AM **Nassau East**

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

Examples in: English, Spanish, and Chinese

Language(s) spoken: English

9. Communities: Project-based Learning and Engaged Civic Learning

Session: AM **Nassau West**

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

Examples in: Spanish

Language(s) spoken: English

Pre-conference Workshops – Afternoon (\$50)

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

Session: PM **Sutton South**

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, W. Hartford, CT

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

Keyword: Technology

Examples in: English, Latin, and Ancient Greek

Language(s) spoken: English

11. Planning and Managing Differentiated Instruction**Session: PM** **Regent**

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, Wallington, CT

Lucy Lee,
Livingston High School, Livingston, NJ

Intended Audience(s): PreK-12**Keyword:** Instructional strategies**Examples in:** Chinese**Language(s) spoken:** English and Chinese**12. Launching a Learner Active World Language Classroom****Session: PM** **Bryant**

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**Examples in:** German**Language(s) spoken:** English**13. Globalizing Curriculum: Putting World Issues at the Center of Instruction****Session: PM** **Nassau East**

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, NJ

Intended Audience(s): PreK-12**Keyword:** Curriculum**Examples in:** Spanish and French**Language(s) spoken:** English**14. Instructional Coaching Skills for Teacher Growth****Session: PM** **Nassau West**

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, MD
Heather Sherrow,
Howard County Public Schools, , MD

Intended Audience(s): PreK-16+ (all)**Keyword:** Professional development**Examples in:** English**Language(s) spoken:** English**15. Writing and Reviewing the ACTFL/CAEP Report****Session: PM** **Suite 4249**

This workshop will examine the ACTFL/CAEP Report as it is written by faculty members in programs that prepare world language teachers and as it is reviewed by ACTFL reviewers. Participants who are faced with the opportunity to write their program's report will view the report components in detail, learning what constitutes a successful report leading to national recognition from ACTFL. Participants who are interested in becoming reviewers of reports will receive an introduction to program review and will gain a glimpse into how to analyze and review a submitted report in order to determine the appropriate recognition decision and provide support to the program.

Organizer/Presenter(s):

Rebecca Fox, Ph.D.,
George Mason University, Fairfax, VA
Christina Huhn, Ph.D.,
Indiana University of Pennsylvania, PA

Intended Audience(s): Post-secondary**Keyword:** Professional development**Examples in:** English**Language(s) spoken:** English**16. State Leaders Meeting****1:00–4:30 p.m.** **New York Suite, 4th Fl.**

This is a closed meeting for leaders of state associations.

17. Board of Directors Meeting**5:00–7:00 p.m.** **Hilton Boardroom**

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

Please assist us in evaluating any workshops or sessions that you attend. Your input will help us select the "Best of NECTFL" as well as assist us in future conference planning. Just look for the "Evaluation and Feedback Form" at the bottom of every listing in the conference app. Thank you!

Friday

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!

Organizer/Presenter(s):

Jennifer Schwester, jennyzenyoga

100. Mentor Scholarship Meet and Greet**7:45–8:15 a.m. Lincoln Suite, 4th Fl.**

This is a closed meeting for Mentor Scholarship Program participants. If you haven't met your mentor yet, meet here and plan your conference experience

Session 1

101. Best of VT: Movie Talk – Ageless, Timeless, Priceless**Session: 1 Beekman**

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**Examples in:** French**Language(s) spoken:** English**102. Best of MD: Highlighting Black Culture in the Spanish Classroom****Session: 1 Sutton North**

In this session, the presenter will discuss various aspects of culture of people of African descent throughout the Spanish-speaking world, from poetry and history to the analysis of beauty and aesthetics. The focus is centered on the importance of these teachings and how to incorporate these themes into short and long term plans. This presentation will be informative for all teachers, but especially for those teachers who serve African-American communities.

Organizer/Presenter(s):Regina O'Neal,
Baltimore Polytechnic Institute, MD**Intended Audience(s):** High School**Keyword:** Culture/Literature**Examples in:** Spanish**Language(s) spoken:** Spanish**103. Featured Session: Género Neutro y Lenguaje Inclusivo en Español****Session: 1 Sutton Center**

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**Examples in:** Spanish and English**Language(s) spoken:** Spanish and English**104. Throw Away the Highlighter: Reading Strategies for Everyone****Session: 1 Sutton South**

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, MD
Julie French,
Anne Arundel County Public Schools, MD**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English, Spanish, and French**Language(s) spoken:** English**105. Starting with Why: Principled Teacher Training to Spark Student Success****Session: 1 Regent**

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

106. Individualized Vocabulary Acquisition**Session: 1** **Bryant**

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**Examples in:** Spanish**Language(s) spoken:** English**107. Decolonizing Curriculum - One Unit at a Time****Session: 1** **Nassau East**

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

Intended Audience(s): PreK-16+ (all)**Keyword:** Curriculum**Examples in:** English**Language(s) spoken:** English**108. Go Team! Creating Community in the World Language Classroom****Session: 1** **Nassau West**

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 Twshp. BOE, Basking Ridge, NJ

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

Thank you for silencing your cell phone and devices during presentations. Presenters and other attendees appreciate it!

109. Creative Social-emotional Learning in the World Language Classroom**Session: 1** **Murray Hill East**

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**Examples in:** English**Language(s) spoken:** English**110. Designing Professionally-themed Courses in Chinese, French and Spanish****Session: 1** **Murray Hill West**

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.,
Elena Carrion-Guerrero,
Maria Dattel,
Hongyun Sun,
Boston University, Boston, MA

Intended Audience(s): Post-secondary**Keyword:** Instructional strategies**Examples in:** Chinese, French, and Spanish**Language(s) spoken:** English**111. Structured Input for All****Session: 1** **Gramercy East**

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,
Kirby Childress,
The Ohio State University, Columbus, OH

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

112. Exhibitor Session: How to Learn a New Language in Fifteen Minutes**Session: 1** **Gramercy West**

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 and Tiffany Zhang,
QTALK Publishing LLC

Intended Audience(s): PreK-12**Keyword:** Instructional strategies**Examples in:** Multiple**Language(s) spoken:** English**113. Diversity and Equal Representation in the German Curriculum: Impuls Deutsch****Session: 1** **Gibson**

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**Examples in:** German**Language(s) spoken:** English**114. Exhibitor Session: Culturally Inclusive Practices for the Language Classroom****Session: 1** **Clinton**

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**Examples in:** Spanish and French**Language(s) spoken:** English**115. Exhibitor Session: Empowering Progress: Developing Learners' and Teachers' Reflective Practice****Session: 1** **Madison**

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, MD

Intended Audience(s): Secondary (6-12)**Keyword:** Professional development**Examples in:** English**Language(s) spoken:** English**116. Exhibitor Session: Submarino: tu primer viaje al español****Session: 1** **New York Suite, 4th Fl.**

Exhibitor Exhibitor Session: In this session, the authors of the Submarine textbooks - Submarino, Submarino 1, and Submarine 2 - manuals for children who are pre-reading through ages 7-8 - will analyze the cognitive characteristics of the children of these ages to see how they learn, what skills and emotions they are able to handle, and how they can be focused in favor of learning that is internalized in a more natural and meaningful way. Once the pedagogical principles have been presented, activities specifically designed for this age group will be presented, where contextualized and meaningful learning is encouraged for children through the use of repetition, mimicry, stories, games, music, crafts and movement.

Organizer/Presenter(s):

Maria Eugenia Santana, Ph.D., EDELSA
Mar Rodríguez, EDELSA, Madrid

Intended Audience(s): PreK-8**Keyword:** Materials**Examples in:** Spanish**Language(s) spoken:** Spanish and English**117. Digital Social Reading Projects from Elementary Level to Content-based Courses****Session: 1** **East Suite, 4th Fl.**

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**Examples in:** Italian**Language(s) spoken:** English**118. Mead Collaborative****Session: 1** **Lincoln Suite, 4th Fl.**

This is a closed session for current and former Mead Leadership Fellows, NECTFL board members, and Mead mentors.

Organizer/Presenter(s):

Deborah Espitia,
Howard County Public Schools, retired, MD

Exhibit Hall

Grand Opening and Coffee Break

9:30–10:00 a.m.
Rhineland Suite

119. General Session and Keynote Address

**10:00–11:00 a.m.
Sutton Complex**



Join us for our general session and keynote address by Dr. José L. Medina. Dr. Medina is the founder and Chief Educational Advocate at Dr. José Medina: Educational Solutions. Prior to establishing the boutique 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. José 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.

Exhibits
11:00–11:30 a.m.

Session 2

120. Best of NY: Check Your Privilege with Cultural Proficiency**Session: 2** **Beekman**

As world language teachers, we are accustomed to teaching about the 3 P's as they relate to our target culture. But to build genuine relationships with students and to be truly effective in our teaching, we must also work towards cultural proficiency regarding our students' diversity. In this open discussion about privilege, participants will work through a sample lesson for students while gaining awareness of what it means to be culturally proficient.

Organizer/Presenter(s):

AJ Ferris,
Saratoga Springs HS, Saratoga Springs, NY

Intended Audience(s): High School & College

Keyword: Diversity

Examples in: English

Language(s) spoken: English

121. Empowering Diverse Learners: Research-Based Strategies for Success**Session: 2** **Sutton North**

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):

Rebecca Blouwolf, ACTFL National Language Teacher of the Year, Wellesley Middle School, MA

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

Keyword: Instructional strategies

Examples in: English and French

Language(s) spoken: English

122. Featured Session: We All Can Do It: Differentiation Through Backward Design**Session: 2** **Sutton Center**

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

Examples in: English and Spanish

Language(s) spoken: English

123. Interactive Interpretation: Deconstructing the Interactive Model**Session: 2** **Sutton South**

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, MA

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

Keyword: Instructional strategies

Examples in: French and Spanish

Language(s) spoken: English

124. Feedback to Push Forward: Practical Tools for Monday**Session: 2** **Regent**

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

Examples in: Multiple

Language(s) spoken: English

125. Effective Online Assignments Assessment Through Instant and Delayed Feedback**Session: 2** **Bryant**

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):

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

Organizer/Presenter(s):

Xiaoyan Hu,
Jiangping Cai,
Yiping Zhang,
Danwei Li,
University of Rhode Island, Kingston, RI

Intended Audience(s): Post-secondary

Keyword: Assessment

Examples in: Chinese

Language(s) spoken: English

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

Session: 2 **Nassau East**

This 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

Examples in: German

Language(s) spoken: English and German

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

Session: 2 **Nassau West**

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

Examples in: Spanish, French, and German

Language(s) spoken: English

128. A Content-integrated Approach to Language Learning

Session: 2 **Murray Hill East**

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

Examples in: English

Language(s) spoken: English

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

Session: 2 **Murray Hill West**

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

Examples in: English

Language(s) spoken: English

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

Session: 2 **Gramercy East**

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 Comm. College, Syracuse, NY

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

Keyword: Instructional strategies

Examples in: English

Language(s) spoken: English

131. Exhibitor Session: Let's Get Real: Authentic Assessments with IPAs**Session: 2** **Gramercy West**

Authentic resources engage students by offering insights into the products, practices, and perspectives of an entire world of people who use the target language in their real-world everyday lives. Let's make learning come alive by using these resources to create IPAs that allow students to demonstrate their proficiency in real-life situations. Teachers will practice with EMC-designed IPAs and will also learn how to design their own standards-based IPAs using authentic resources.

Organizer/Presenter(s):

Michael Griffin,
Carnegie Learning

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish and French**Language(s) spoken:** English**132. Exhibitor Session: Project-based Learning (PBL) in Spanish Language Teaching****Session: 2** **Gibson**

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):

Claudia Barquet,
Enforex/don Quijote, Madrid, Spain

Intended Audience(s): High School & College**Keyword:** Curriculum**Examples in:** Spanish and English**Language(s) spoken:** Spanish and English**133. Exhibitor Session: National Spanish Examinations and Assessments****Session: 2** **Clinton**

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**Examples in:** Spanish**Language(s) spoken:** English**134. Exhibitor Session: Exploring Language and Culture with Google Earth****Session: 2** **Madison**

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**Examples in:** Multiple**Language(s) spoken:** English**135. NNELL Networking "Un-Con" Share Session****Session: 2** **New York Suite, 4th Fl.**

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, NY

Intended Audience(s): PreK-8**Keyword:** Professional development**Examples in:** English**Language(s) spoken:** English**136. Collegial Classics Colleagues Roundtable****Session: 2** **East Suite, 4th Fl.**

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, W. Hartford, CT

Intended Audience(s): PreK-16+ (all)**Keyword:** Communities/Workplace**Examples in:** English and Latin**Language(s) spoken:** English and Latin

137. Differentiated Instruction with Telecollaborative Conversation
Session: 2 **Lincoln Suite, 4th Fl.**

In this session, the presenter will describe and unpack a survey that students took after completing a semester-long telecollaboration. 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

Examples in: Arabic

Language(s) spoken: English

Looking for Lunch?

Meals are not provided with the hotel room rate or conference registration fees. Each day, the schedule has a longer break for lunch and visiting the exhibit hall. There are countless options for lunch within walking distance of the conference hotel. Among them:

- Herb N' Kitchen (lobby, ask about breakfast and lunch special offers)
- Café 53 on W. 53rd
- Halal Guys stand on the corner of 53rd and 6th
- Starbucks across the street on 6th Avenue,
- Klein and Co. on 6th Ave between 55th and 56th
- Chipotle at 6th Ave. and 56th

BYO Lunch Meetings

138a. Identifying Needs of Community College Instructors with PEARLL and TELL

Session: Lunch **Madison**

How can we best address the unique needs of community college instructors, their departments and their learners? PEARLL, a new Title VI Language Resource Center (Professionals in Education Advancing Research and Language Learning), is committed to helping support this historically under-supported group of professionals. Their mission is to develop new models of professional development and support materials for language educators, which include the suite of highly practical tools of the TELL Project (Teacher Effectiveness for Language Learning). Come and help us identify and discuss our needs in a collegial focus group format.

Organizer/Presenter(s):

Charlotte Gifford,
 Greenfield Community College, MA
 Laura Franklin, Ph.D.,
 Northern Virginia Community College,

Intended Audience(s): Two-year College/Community College

Keyword: Policy/Issues

Examples in: French and Spanish

Language(s) spoken: English

The Exhibit Hall is open during our lunch break with coffee at 1:15 p.m.

BYO Lunch Meetings

138b. LILL Networking Meeting
Session: Lunch **New York Suite, 4th Fl.**

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

Examples in: English

Language(s) spoken: English

138c. NYS Seal of Biliteracy Coordinators Meeting

Session: Lunch **Lincoln Suite, 4th Fl.**

This meeting of the coordinators of the NYS Seal of Biliteracy is open to New York State teachers interested in learning more about the Seal of Biliteracy in New York State.

Organizer/Presenter(s):

Candace Black,
 NYSED-OBEWL, Albany, NY

Arthur Chou,
 www.SealofBiliteracy.org,

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

Keyword: Policy/Issues

Examples in: English

Language(s) spoken: English

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Let everyone know about the great things you're learning!

Session 3

140. Best of MA: But What About the Grammar?**Session: 3** **Beekman**

As proficiency-based teaching becomes more popular, we are still left with the question of what to do with grammar. Join us for this session where we'll explore different communicative strategies to teach grammar as a concept. We'll explore methods like the PACE Model, Structured Input and Discovery Grammar as ways to "teach" grammar but in a meaningful and less explicit way. During this session we will unpack the ACTFL Core Practice of Grammar in Context and present real examples of grammar in context that you can use in your own classrooms.

Organizer/Presenter(s):

Michael Travers,
Wellesley High School, Wellesley, MA

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** Spanish and French**Language(s) spoken:** English**141. Embracing Learning Differences in the Foreign Language Classroom****Session: 3** **Sutton North**

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, 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**Examples in:** English**Language(s) spoken:** English**142. Featured Session: Proficiency in the Immersion Classroom: What Can They Discuss?****Session: 3** **Sutton Center**

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, NJ

Intended Audience(s): Elementary**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**143. Learning Spanish Through Culturally Thematic Units: El Camino de Santiago****Session: 3** **Sutton South**

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**Examples in:** English and Spanish**Language(s) spoken:** English and Spanish**144. Verbal Strategies and Visuals to Encourage Target Language Use****Session: 3** **Regent**

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

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** French**Language(s) spoken:** English**145. Creating a Positive Classroom Community Through Student Reflection****Session: 3** **Bryant**

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, CT

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

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

146. Launching a Learner-active World Language Classroom**Session: 3** **Nassau East**

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**Examples in:** English and German**Language(s) spoken:** English**147. Meeting the Needs of Spanish Heritage Speakers****Session: 3** **Nassau West**

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**Examples in:** Spanish and English**Language(s) spoken:** Spanish**148. For Real? Making our Classrooms Truly Communicative****Session: 3** **Murray Hill East**

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**Examples in:** French and Spanish**Language(s) spoken:** English**149. What's APPening?****Session: 3** **Murray Hill West**

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**Examples in:** Multiple**Language(s) spoken:** English**150. Using Digital Proficiency Portfolios to Track Growth****Session: 3** **Gramercy East**

Portfolios are powerful tools to demonstrate learning to all stakeholders. In this session, participants will see examples of proficiency portfolios, discuss how to use ACTFL's proficiency guidelines in order to create open-ended prompts for each level, and analyze effective feedback systems that involve students in the process. Also, learn how to guide students through self assessment and reflection in order to set proficiency goals.

Organizer/Presenter(s):

Ashley Uyaguari,
Innovation Academy Charter School,
Tyngsboro, MA

Intended Audience(s): PreK-16+ (all)**Keyword:** Assessment**Examples in:** Spanish**Language(s) spoken:** English**151. Exhibitor Session: Differentiated Instruction in a Multi-leveled Classroom****Session: 3** **Gramercy West**

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**Examples in:** French**Language(s) spoken:** English and French**152. Exhibitor Session: Linguascope.com – Helping Schools Deliver their Language Curriculum****Session: 3** **Gibson**

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

153. Exhibitor Session: Teaching and Promoting French in the 21st Century**Session: 3** **Clinton**

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 southern France: specifically, in Languedoc, on the Mediterranean side of the Occitan region!

Organizer/Presenter(s):

Jean François Pouget,
Hérault Tourisme, Montpellier, France

Intended Audience(s): High School & College**Keyword:** Culture/Literature**Examples in:** French**Language(s) spoken:** French**154. Exhibitor Session: Teaching and Promoting French in the 21st Century****Session: 3** **Madison**

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**Examples in:** French**Language(s) spoken:** French**155. Mixed-language Living-learning Communities: Empowering Student-driven Intercultural Learning****Session: 3** **New York Suite, 4th Fl.**

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**Examples in:** English**Language(s) spoken:** English**156. Italian as a Second Language and Improvisational Theatre: New Strategies****Session: 3** **East Suite, 4th Fl.**

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**Examples in:** Italian**Language(s) spoken:** English and Italian**157. Games and Brain Breaks to Keep the Class Moving****Session: 3** **Lincoln Suite, 4th Fl.**

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

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

Please assist us in evaluating any workshops or sessions that you attend. Your input will help us select the “Best of NECTFL” as well as assist us in future conference planning. Just look for the “Evaluation and Feedback Form” at the bottom of every listing in the conference app. Thank you!

Session 4

160. Best of CT: Stations in the World Language Classroom**Session: 4** **Beekman**

Stations are an effective way to promote differentiation and proficiency in a world language classroom because they provide multiple avenues to engage students and connect with their varied interests and proficiency. In this session, we will discuss goals, station types, and organization. Participants will learn how to choose materials and design meaningful tasks. We will look at the role of the teacher during stations and how to hold students accountable for the work that is produced. Participants will receive detailed materials for use in a Spanish 1 classroom.

Organizer/Presenter(s):

Trudy Anderson,
Nathan Hale School, New Haven, CT

Intended Audience(s): PreK-12**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**161. Modifications and Accommodations Made Easy for Students with Learning Differences****Session: 4** **Sutton North**

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 Twshp. Schools, Piscataway NJ

Intended Audience(s): PreK-12**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**162. Featured Session: Building the Bridge to Output: Formative Assessments for All Learners****Session: 4** **Sutton Center**

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**Examples in:** French and Spanish**Language(s) spoken:** English**163. Sociedad Honoraria Hispánica - Sharing Chapter Successes****Session: 4** **Sutton South**

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**Examples in:** English and Spanish**Language(s) spoken:** English and Spanish**164. Using Authentic Resources to Build Interpretive Skills****Session: 4** **Regent**

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

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Multiple**Language(s) spoken:** English**165. WICOR-ize your World Language Classroom: Strategies for All Learners****Session: 4** **Bryant**

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,
McKean High School, Wilmington, DE
Christopher Wendel,
Middletown High School, Middletown, DE

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

166. The Look of Language: Visual Literacy and Immersion Language Teaching**Session: 4** **Nassau East**

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

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** German**Language(s) spoken:** English**167. Utilizing Comprehensible Input for An Inclusive Classroom****Session: 4** **Nassau West**

Through using comprehensible input strategies, we can create a classroom environment where all students can learn. This presentation will review tools that will help to facilitate student learning while using comprehensible input strategies. Participants will engage in using language skills such as interpretive listening with short stories and movie talks, creating word walls to scaffold vocabulary, doing special person interviews in interpersonal and presentational mode, and how to create effective pop up grammar lessons in context. Participants will come away with a wide variety of activities that will engage and encourage students to be excited about language learning through all levels. Participants should come prepared to learn, participate, and have fun!

Organizer/Presenter(s):

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

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** English, Latin, and Ancient Greek**Language(s) spoken:** English and Latin**168. Creating Classrooms for Equity and Social Justice****Session: 4** **Murray Hill East**

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**Examples in:** Spanish**Language(s) spoken:** Spanish**169. Unpack that Image****Session: 4** **Murray Hill West**

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**Examples in:** Spanish**Language(s) spoken:** English**170. Approche à l'apprentissage linguistique basée sur l'histoire d'"Un Village français"****Session: 4** **Gramercy East**

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**Examples in:** French**Language(s) spoken:** French**171. Exhibitor Session: Get the Conversation Started: Interpersonal Communication at the Novice Level****Session: 4** **Gramercy West**

It is never too early to get students speaking in the target language! This will be a collaborative session; participants will discuss their challenges and successes in fostering interpersonal communication with young learners. Participants will also explore creating a safe place for students to interact in the target language. Come away with ideas for setting up engaging partner activities that are adaptable to any unit and will allow students to practice language in a meaningful context. These activities will put students on the pathway to ownership of targeted vocabulary, structures, and useful expressions.

Organizer/Presenter(s):

Denise Clivaz,
REAL LANGUAGE right away

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

172. Exhibitor Session: Teaching the Multitudes: Making Resources Work for All Levels**Session: 4****Gibson**

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**Examples in:** Multiple**Language(s) spoken:** English**173. Exhibitor Session: Ven a conocer España****Session: 4****Clinton**

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**Examples in:** Spanish**Language(s) spoken:** Spanish**174. Exhibitor Session: Creating Connections Through Children's Literature****Session: 4****Madison**

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**Examples in:** Spanish**Language(s) spoken:** English**175. Teacher of the Year Nominees Networking Session (closed group)****Session: 4****New York Suite, 4th Fl.**

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, RI

Intended Audience(s): PreK-12**Keyword:** Articulation**Examples in:** English**Language(s) spoken:** English**176. Exhibitor Session: Rethinking College Spanish Curriculum: Working with Proyectos****Session: 4****East Suite, 4th Fl.**

In this session we will work with *Proyectos*, a Spanish textbook for North American universities. Its innovative approach responds to the demands of the latest university curricula in which the study of foreign languages acquires a constitutive purpose, emphasizing its connections with all cultural dimensions. We will work with activities to illustrate the main concept of *Proyectos*: integration of language and content, learner autonomy, critical thinking, academic skills, and incorporation of a multidisciplinary curriculum.

Organizer/Presenter(s):

Francisco Rosales, Ph.D.,
Columbia University, New York, NY
Javier Perez-Zapatero,
Columbia University, New York, NY

Intended Audience(s): High School & College**Keyword:** Materials**Examples in:** Spanish**Language(s) spoken:** Spanish**177. More Than a Task, Less Than a Project?****Session: 4****Lincoln Suite, 4th Fl.**

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

Exhibit Hall Coffee Break

4:00–4:30 p.m.

Session 5

180. Best of GWATFL: Visible Thinking Routines in Language Classrooms**Session: 5** **Beekman**

In this session, the presenter shows hands-on examples of how she utilizes the Visible Thinking Routines to provoke students' thinking while they speak, listen, read, and write in Mandarin. The presenter didn't only limit the use of Visible Thinking Routines in classrooms but also utilized them as a means of parent outreach and in other projects! The goal is that you can immediately use these strategies as soon as you go back to your classroom, no matter what language you teach!

Organizer/Presenter(s):

Yuching Chung,
The Whittle School and Studios,
Washington DC

Intended Audience(s): PreK-12**Keyword:** Instructional strategies**Examples in:** Chinese**Language(s) spoken:** English**181. Best of VA: Comprehensible Input: Accessible Spoken-Latin Activities For Teachers****Session: 5** **Sutton North**

Alternating between English and Latin, this session will demonstrate concrete examples of games and activities, especially focused on storytelling, which will allow teachers with all levels of spoken-Latin (from absolute beginner to advanced) the opportunity to incorporate spoken-/communicative-Latin in their classroom. We will participate in the activities as students in Latin and then debrief and discuss the planning of the activities in English. Participants will leave the session with several activities they can incorporate in their own classroom the very next week.

Organizer/Presenter(s):

Daryl Grissom, Ph.D.,
McLean High School, McLean, VA

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** Latin and English**Language(s) spoken:** Latin and English**182. Featured Session: Building the Bridge to Output: Scaffolding for All Learners****Session: 5** **Sutton Center**

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 partnership 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**Examples in:** Japanese and Spanish**Language(s) spoken:** English**183. Growing Your Network and Leadership****Session: 5** **Sutton South**

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):

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

Howie Berman,
ACTFL, Alexandria, VA

Intended Audience(s): PreK-16+ (all)**Keyword:** Policy/Issues**Examples in:** English**Language(s) spoken:** English**184. Increase Learner Engagement and Program Retention with Motivating Language Credentials****Session: 5** **Regent**

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**Examples in:** English**Language(s) spoken:** English**185. Multiple Perspectives on Passing the World Language edTPA****Session: 5** **Bryant**

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 High School, 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**Examples in:** Spanish

186. Selecting Assessments for Heritage Language Programs**Session: 5****Nassau East**

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**Examples in:** Multiple**Language(s) spoken:** English**187. Chill Input****Session: 5****Nassau West**

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

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188. Bridging the Gap: Developing Global Citizens Through Virtual Exchanges**Session: 5****Murray Hill East**

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**Examples in:** Spanish**Language(s) spoken:** English**189. World Language Full STEAM Ahead!****Session: 5****Murray Hill West**

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**Examples in:** Spanish**Language(s) spoken:** English**190. Exhibitor Session: Your Road Map to CI Success****Session: 5****Gramercy West**

Succeed with Comprehensible Input using Voces Digital's online programs for Spanish 1-AP® and French 1-3. Kara Jacobs, a CI teacher, presenter, and contributor to Voces, will demonstrate this versatile ACTFL- and AP®-aligned curriculum. You will love the culturally rich stories, articles, videos, and other high-quality resources. It's your road map to CI! We will also be giving away free trials, so you can explore the material and try it with your students when you go back to school!

Organizer/Presenter(s):

Kara Jacobs,
Voces Digital

Intended Audience(s): High School**Keyword:** Materials**Examples in:** Spanish and French**Language(s) spoken:** English**191. Exhibitor Session: How 'bout them AAPPLs? The Value of Proficiency Testing****Session: 5****Gramercy West**

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

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

192. Exhibitor Session: AATG Networking Session for German Teachers**Session: 5** **Gibson**

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-includes in a quick advocacy speech, and upcoming professional development opportunities.

Organizer/Presenter(s):

Keith Cothrun,
American Association of Teachers of German

Erika Berroth, Southwestern University,
Georgetown, TX

Intended Audience(s): PreK-16+ (all)**Keyword:** Professional development**Examples in:** German**Language(s) spoken:** English**193. Accessing Authentic Resources: 18 Strategies That Go Beyond Questioning****Session: 5** **Clinton**

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**Examples in:** Spanish and French**Language(s) spoken:** English**194. Exhibitor Session: 3 Keys to Unlocking a Novel****Session: 5** **Madison**

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**Examples in:** Spanish, French, and German**Language(s) spoken:** English**195. Junior High School: Starting the Path to Biliteracy****Session: 5** **New York Suite, 4th Fl.**

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**Examples in:** English and Korean**Language(s) spoken:** English and Korean**196. Italian is Cool****Session: 5** **East Suite, 4th Fl.**

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):

Luigi Ballerini,
Berardo Paradiso,
IACE, New York, NY

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

Anthony Tamburri, Ph.D.,
Calandra Institute

Intended Audience(s): PreK-16+ (all)**Keyword:** Professional development**Examples in:** English and Italian**Language(s) spoken:** English and Italian**197. One Size Doesn't Fit All: Developing Curricula to Embrace Diversity****Session: 5** **Lincoln Suite, 4th Fl.**

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**Examples in:** Portuguese**Language(s) spoken:** English**198. Awards Photography, 5:30–6:30 p.m.****Rendezvous**

This is a closed session for 2020 NECTFL award winners.

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

Rendezvous

Please join us as we recognize our 2020 NECTFL award winners, NECTFL Teacher of the Year (TOY), Mead Fellows, and all Northeast Region TOY finalists.

Enjoy your evening in New York City!

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NECTFL 2021

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Michael Bogdan,
Chair

February 25–27, 2021

New York Hilton

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Friday, February 14, Evening, 5:30–7:30 p.m.

SATURDAY

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

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

Organizer/Presenter(s):

Frank Ruggiero, Ed.D.,
Edison Public Schools, Edison NJ

Early Morning Yoga**Session: 6:45–7:30 a.m. Regent**

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!

Organizer/Presenter(s):

Jennifer Schwester, jennyzenyoga

Exhibit Hall Coffee Break 8:00–8:30 a.m.

Session 6

201. Best of PA: Laying a Foundation for the AP Exam in Levels 1-3**Session: 6 Beekman**

The AP language exam is no longer a grammar test! The new exam tests our students for proficiency. Teaching with comprehensible input is a key way to prepare our students for this test starting as early as level 1. This session will give practical strategies to use in the lower levels that will build proficiency and lay a foundation for AP Exam success.

Organizer/Presenter(s):

Michelle Kindt,
Hershey High School, Hershey, PA

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** French**Language(s) spoken:** English**202. Best of DE: The Family BBQ: Developing Simultaneous Interpersonal Speaking****Session: 6 Sutton North**

Are you frustrated trying to create engaging interpersonal speaking activities? This session will equip teachers with the tools to curate class-wide, simultaneous conversations, with learners driving speaking and teachers assessing proficiency through performance benchmarks. Participants will discuss rationale, identify appropriate formative assessments to support learning, engage in a model assessment, and create their own activity using a template.

Organizer/Presenter(s):

Michael Husni,
Middletown High School, Middletown, DE
Vincent Civarelli,
Middletown High School, Middletown, DE

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English and Spanish**Language(s) spoken:** English**203. Featured Session: Real Lesson Planning for the Dual Language Classroom****Session: 6 Sutton Center**

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

Larry Leaven,
Dalton School Hong Kong

Intended Audience(s): PreK-12**Keyword:** Instructional strategies**Examples in:** English, Chinese, and Spanish**Language(s) spoken:** English**204. Planning for Proficiency with the Brain in Mind****Session: 6 Sutton South**

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**Examples in:** English**Language(s) spoken:** English**205. Simple Steps to Keep Your Students Speaking in Spanish****Session: 6 Regent**

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. The examples provided will focus on helpful activities for immersion programs and may also be applicable to other types of programs.

Organizer/Presenter(s):

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

Intended Audience(s): Elementary**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** Spanish and English

Saturday, February 15, **Early Morning and Session 6**, 8:45–9:45 a.m.

206. STEM-focused Immersion Learning
Session: 6 **Bryant**

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,
Qinjuan Wu,
HudsonWay Immersion School, New York

Intended Audience(s): PreK-8

Keyword: Curriculum

Examples in: Chinese

Language(s) spoken: English

207. Planning for More Universal Design in the Foreign Language Classroom
Session: 6 **Nassau East**

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.

Organizer/Presenter(s):

Silja Weber, Ph.D.,
Jutta Schmiere-Heller,
Isabelle Egger,
Hazel Rhodes,
Columbia University, New York, NY

Intended Audience(s): High School & College

Keyword: Instructional strategies

Examples in: German

Language(s) spoken: English

208. Let's Talk: Comparing Cultures in the Novice Classroom
Session: 6 **Nassau West**

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

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

Keyword: Articulation

Examples in: Spanish, French, and German

Language(s) spoken: English

209. Engaging World Language Learners with Culture and History
Session: 6 **Murray Hill East**

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

Examples in: English and Spanish

Language(s) spoken: English and Spanish

210. Reading Strategies to Improve Language and Cultural Proficiency
Session: 6 **Murray Hill West**

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

Examples in: Spanish

Language(s) spoken: Spanish

211. World of Possibilities: Connecting the Core Practices to Advanced Literacies
Session: 6 **Gramercy East**

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

Intended Audience(s): PreK-12

Keyword: Connections/Comparisons

Examples in: Japanese

Language(s) spoken: English

212. Exhibitor Session: Cultural Games for the Spanish Classroom**Session: 6** **Gramercy West**

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,
Carmen Alessi,
Viva la Clase

Intended Audience(s): Secondary (6-12)**Keyword:** Culture/Literature**Examples in:** English and Spanish**Language(s) spoken:** English and Spanish**213. Exhibitor Session: Comprehensible Novels as the Basis for Instruction: Yes, Really!****Session: 6** **Gibson**

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,
Alicia Quintero,
Puentes LLC

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**214. Exhibitor Session: From Authentic Resources to Authentic Assessments****Session: 6** **Clinton**

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**Examples in:** Spanish and French**Language(s) spoken:** English**215. Exhibitor Session: Engaging All Spanish Learners: Personalized, Task-based and CALL Learning Projects****Session: 6** **Madison**

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**Examples in:** Spanish**Language(s) spoken:** English**216. Foreign Language Advocacy and the Opportunity to Learn Another Language****Session: 6** **New York Suite, 4th Fl.**

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

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

Session: 6 **East Suite, 4th Fl.**

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

Examples in: Spanish

Language(s) spoken: English

218. Past Chairs Breakfast

Session: 6 **Suite 4107**

This is a closed breakfast meeting for past chairs of the Northeast Conference.

**Exhibit Hall
Coffee Break
9:45–10:15 a.m.**

Session 7

220. Best of NJ: Let's Talk Tech!

Session: 7 **Beekman**

Are you looking for exciting technology-based tools to engage your students in the world language classroom? Join us as we explore various technology platforms that motivate students to use the target language. Our workshop will focus on using Padlet, Plickers, and Google Glasses to help foster communication, collaboration, and critical thinking in language learners. Please bring your personal device as you will participate in various hands-on activities, as well as be provided time for exploration. We look forward to sharing ways you can use tech tools to positively impact your students.

Organizer/Presenter(s):

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

Intended Audience(s): PreK-12

Keyword: Technology

Examples in: Multiple

Language(s) spoken: English

**221. Teaching World Languages to
Learners with Learning Differences**

Session: 7 **Sutton North**

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

Examples in: English, Chinese, and Korean

Language(s) spoken: English

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

Session: 7 **Sutton Center**

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

Examples in: Spanish and French

Language(s) spoken: English

**223. Developing Literacy with Visual
Texts**

Session: 7 **Sutton South**

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

Examples in: French and Spanish

Language(s) spoken: English

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

Session: 7 Regent

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

Examples in: Spanish

Language(s) spoken: English

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

Session: 7 Bryant

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

Examples in: Spanish

Language(s) spoken: English

226. Language for All: Teaching Graffiti for Intercultural Literacy

Session: 7 Nassau East

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

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

Keyword: Culture/Literature

Examples in: Hebrew and German

Language(s) spoken: English

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

Session: 7 Nassau West

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

Examples in: Spanish

Language(s) spoken: English

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

Session: 7 Murray Hill East

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.,
Meghan McGinley,
Vanderbilt University, Nashville, TN

Intended Audience(s): High School & College

Keyword: Instructional strategies

Examples in: French

Language(s) spoken: English

229. Using Differentiated Instruction to Create a Personalized Learning Experience

Session: 7 Murray Hill West

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

Examples in: Spanish

Language(s) spoken: English

230. Tutoring, Retakes, and Redemption: Helping Struggling Students to Succeed**Session: 7** **Gramercy East**

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**Examples in:** Spanish**Language(s) spoken:** English**231. #techlab****See end of Session 7.****232. Goethe-Institut Full-Immersion Coaching Program****Session: 7** **Gibson**

This presentation focuses on the Goethe-Institut's coaching program, a full-immersion and process-oriented professional development training developed to empower teachers of German to make long-term and autonomous improvements to their instruction. We will first present the free-of-charge comprehensive on-line and in-person training for coaches at the Goethe-Institut NY, which is open to all qualified teachers of German across the US. Additionally, we will focus on methodology and pedagogy of the three-step coaching process in which coach and coachee work together to reflect on and improve lesson planning and implementation.

Organizer/Presenter(s):

Elena Alston,
Goethe-Institut NY, New York

Intended Audience(s): Secondary (6-12)**Keyword:** Professional development**Examples in:** German**Language(s) spoken:** English**233. Exhibitor Session: The Ideal Lesson Plan – 10 Steps to Total Fluency****Session: 7** **Clinton**

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**Examples in:** Spanish and French**Language(s) spoken:** English**234. Stories, Robots, and Coding****Session: 7** **New York Suite, 4th Fl.**

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, NY

Intended Audience(s): PreK-8**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**235. Excite the School with World Language Lip Dubs & Flash Mobs****Session: 7** **East Suite, 4th Fl.**

In this fun, music-filled session, the presenter will share how to organize and successfully execute world language-themed lip dubs and flash mobs. For world language lip dubs, students write lyrics in the target language to accompany the tunes of popular songs, and then the entire school dances and lip-syncs the song as a camera moves through the throngs of enthusiastic, costume-clad people. Think this is "too much to plan"? This session will show you everything you need to know. Nothing gets an entire community more mobilized and excited about languages than a lip dub or a flash mob!

Organizer/Presenter(s):

Jon Shee,
St. Luke's School, New Canaan, CT

Intended Audience(s): Secondary (6-12)**Keyword:** Culture/Literature**Examples in:** Multiple**Language(s) spoken:** English**Thinking ahead to lunch?**

Meals are not provided with the hotel room rate or conference registration fees. Each day, the schedule has a longer break for lunch and visiting the exhibit hall. There are countless options for lunch within walking distance of the conference hotel. Among them:

- Herb N' Kitchen (lobby, ask about breakfast and lunch special offers)
- Café 53 on W. 53rd
- Halal Guys stand on the corner of 53rd and 6th
- Starbucks across the street on 6th Avenue,
- Klein and Co. on 6th Ave between 55th and 56th
- Chipotle at 6th Ave. and 56th

231. #techlab

Session: 7

Gramercy West

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 (Wi-Fi not included) 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, ret., MD

231. Table 1. Engaging Language Lessons with Pear Deck

Session: 7

Gramercy West

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

Examples in: Multiple

Language(s) spoken: English

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

Session: 7

Gramercy West

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

Examples in: Spanish and English

Language(s) spoken: English and Spanish

231. Table 3. Gimkit: Engaging and Motivating Assessment

Session: 7

Gramercy West

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

Examples in: spanish

Language(s) spoken: English

231. Table 4. Personalizing Foreign Language Students' Learning with TES Teach!**Session: 7** **Gramercy West**

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**Examples in:** English**Language(s) spoken:** English**231. Table 5. Increasing Engagement, Proficiency, and Assessment****Session: 7** **Gramercy West**

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**Examples in:** English and Spanish**Language(s) spoken:** English**231. Table 6. Let Technology Steam Up Language Arts****Session: 7** **Gramercy West**

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**Examples in:** Chinese**Language(s) spoken:** English**231. Table 7. Digital Field Trips and Cultural Touring****Session: 7** **Gramercy West**

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, PA

Intended Audience(s): High School & College**Keyword:** Technology**Examples in:** Spanish**Language(s) spoken:** English**231. Table 8. Online Tools for Teaching Roman Culture within the Latin Classroom****Session: 7** **Gramercy West**

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

Do you have a favorite tech tool that you use in your classroom?

Consider submitting a #techlab proposal for NECTFL 2021!

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

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.

Exhibit Hall
Coffee Break
12:30–1:00 p.m.

Session 8

240. Best of RI: From Input to Output: Ten CI Activities that Generate Output**Session: 8** **Beekman**

In this fun-filled workshop, you will learn ten activities you can do on Monday with little to no preparation. We will start with a brief discussion of the benefits of Comprehensible Input before turning to one of its major critiques, that it doesn't allow students enough opportunity to express themselves in the target language. We will then explore five activities that encourage writing and five activities that promote speaking. Each one is low-stress and high-yield, thereby allowing even the most reticent of students to demonstrate what they know.

Organizer/Presenter(s):

Kevin Quigley,
The Founders Academy, Manchester, NH

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** French**Language(s) spoken:** English**241. Best of ME: Be the Calm Classroom****Session: 8** **Sutton North**

Many of us are familiar with high energy brain breaks and movement activities, but what about those calmer techniques that also support children? This conversation builds off of my 2018 NNELL Keynote speech, sharing ideas and resources to incorporate techniques and activities that create peaceful moments, engage the brain with purposeful movement, and provide alternatives to energetic activities which many young children have difficulty handling without losing self control, yet still support learning and aid in classroom management. Geared primarily for elementary classrooms, these are also applicable to all grade levels.

Organizer/Presenter(s):

Julie Speno,
Camden Rockport Elementary School,
Rockport, ME

Intended Audience(s): PreK-8**Keyword:** Instructional strategies**Examples in:** Spanish and Russian**Language(s) spoken:** English**242. Featured Session: AP For All: Heritage Learners and Educators in Nueva York****Session: 8** **Sutton Center**

"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, NC
Yensen Lambert,
Greens Farms Academy, CT

Intended Audience(s): High School**Keyword:** Diversity**Examples in:** English and Spanish**Language(s) spoken:** Spanish**243. Supporting Learners Along Pathways to Seal of Biliteracy and Beyond****Session: 8** **Sutton South**

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):

Bridget Yaden, Ph.D.,
ACTFL & Pacific Lutheran University,
Tacoma, WA
Howie Berman,
ACTFL, Alexandria, VA

Intended Audience(s): PreK-16+ (all)**Keyword:** Diversity**Examples in:** English**Language(s) spoken:** English**244. Providing for All Students' Needs with Creative, Innovative Lessons****Session: 8** **Regent**

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,
Dayci Chivukula,
Ann Marie Waidelich,
Grover Middle School, W. Windsor Twshp, NJ

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** French, Spanish and German**Language(s) spoken:** English**245. Promoting Rigor and Engagement in the Chinese Classroom: Play and Learn****Session: 8** **Bryant**

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

246. It's Complicated – Developing Confident Communication in All Students**Session: 8** **Nassau East**

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**Examples in:** English, Italian, and Spanish**Language(s) spoken:** English**247. The Real World: The Language Classroom****Session: 8** **Nassau West**

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**Examples in:** German, French, and Spanish**Language(s) spoken:** English**248. Fostering Active Learning through the Use of Images****Session: 8** **Murray Hill East**

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.,
Alexandra Borer, Ph.D.,
Pascale Crépon, Ph.D.,
Samuel Skippon,
Columbia University, New York, NY

Intended Audience(s): High School & College**Keyword:** Instructional strategies**Examples in:** French**Language(s) spoken:** English**249. Engaging Students Through Questioning in the Foreign Language Classroom****Session: 8** **Murray Hill West**

When it comes for administrators to observe and evaluate a foreign language class the very first thing they do when giving you feedback is "What questioning techniques did you use in order to engage your students and get them talking and discussing the topic?" Questioning techniques are very important in any classroom that is how we are making sure we are promoting effective learning. In a foreign language classroom you can make sure you are actually doing it by teaching your students how to ask questions and have discussions among themselves. This session will provide you with tools and ideas on how to start teaching your students to ask questions.

Organizer/Presenter(s):

Andrea Hernandez,
New Visions Charter High School for the
Advanced Math and Science III, New York

Intended Audience(s): High School**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**250. Empower Yourself, Empower Others****Session: 8** **Gramercy East**

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**Examples in:** Multiple**Language(s) spoken:** English**251. Research Roundtable**
See end of Session 8.**252. The Case of the Disappearing Requirement****Session: 8** **Gibson**

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

253. Mead Project: Over 100 Videos to Help Integrate Perú into Your Lessons**Session: 8****Clinton**

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

Examples in: Spanish

Language(s) spoken: English and Spanish

254. Mentor Scholarship Winner Debrief**Session: 8****Madison**

This is a closed event for Mentor Scholarship Program participants.

Organizer/Presenter(s):

Nathan Lutz, Kent Place School

255. Voices of Diaspora: Scaffolding Culture in French and Spanish Courses**Session: 8****New York Suite, 4th Fl.**

In the L2 classroom, promoting an understanding of the breadth and diversity of the French and Spanish-speaking world is critical. The effective integration of culture allows us not only to spark student interest, but meet world-readiness standards and build 21st century skills. In this interactive session, we seek to share strategies for scaffolding cultural products and practices from the French and Spanish-speaking diaspora in intermediate level language courses. Multimodal examples include texts and media from South America, the Caribbean, and West Africa, and accompanying activities that target all modes of communication.

Organizer/Presenter(s):

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

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

Intended Audience(s): High School & College

Keyword: Culture/Literature

Examples in: French and Spanish

Language(s) spoken: English

256. Collaboration: The Key to Shining a Spotlight on World Language Programs**Session: 8****East Suite, 4th Fl.**

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

Examples in: Spanish and French

Language(s) spoken: English

251. Research Roundtable
See next page.

251. Research Roundtable (RRT)**Session: 8****Gramercy West**

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, MA
 Cynthia Chalupa, West Virginia University, Morgantown, WV
 Xiaoyan Hu, University of Rhode Island, Kingston, RI
 Kathy Fegely, Antietam High School, retired, Reading, PA

251. Table 1. Constructing Grammar with a Cultural Base**Session: 8****Gramercy West**

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

Examples in: Italian and Spanish

Language(s) spoken: English

251. Table 1. Effectiveness of Communicative Processing Instruction When Teaching Spanish Past Tense**Session: 8****Gramercy West**

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

Examples in: Spanish

Language(s) spoken: English

251. Table 2. Who Develops Speaking Proficiency? Exploring Factors That Influence Gains in Proficiency**Session: 8****Gramercy West**

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

Intended Audience(s): High School & College

Keyword: Assessment

Examples in: Spanish, Chinese, and German

Language(s) spoken: English

251. Table 3. Teaching Francophone Studies in the 21st Century at the College Level**Session: 8** **Gramercy West**

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**Examples in:** French**Language(s) spoken:** French**251. Table 3. Social Justice and Higher Education: Teaching Foreign Languages for Social Justice****Session: 8** **Gramercy West**

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, NY

Intended Audience(s): High School & College**Keyword:** Curriculum**Examples in:** English and Arabic**Language(s) spoken:** English**251. Table 4. Developing L2 Proficiency and Engaging Students with Speech Communities****Session: 8** **Gramercy West**

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**Examples in:** Spanish**Language(s) spoken:** English and Spanish**251. Table 4. Influences of a MOPI Workshop on Language Teaching and Learning****Session: 8** **Gramercy West**

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, DC
Margaret Borowczyk,
AELRC-Georgetown University, DC
Rima Elabdali,
Georgetown University, Washington, DC

Intended Audience(s): Post-secondary**Keyword:** Assessment**Examples in:** Arabic and Spanish**Language(s) spoken:** English**251. Table 5. Developing Korean Language Programs Focused on Korean Heritage Learners****Session: 8** **Gramercy West**

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**Examples in:** Korean**Language(s) spoken:** English and Korean**251. Table 5. Instructional Practices of English-Chinese and English-Spanish Dual-Language Immersion Teachers****Session: 8** **Gramercy West**

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

251. Table 6. Examining the Impact of Cross-cultural Professional Development in the U.S.**Session: 8** **Gramercy West**

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.,
Kelley Webb,
George Mason University, Fairfax, VA

Intended Audience(s): Post-secondary**Keyword:** Professional development**Examples in:** English and Spanish**Language(s) spoken:** English**251. Table 6. State World Language Standards: Frameworks, Practices, and Implications****Session: 8** **Gramercy West**

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):

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

Intended Audience(s): PreK-12**Keyword:** Policy/Issues**Examples in:** English**Language(s) spoken:** English**251. Table 7. How to Design Course Modules in Blended Learning in K-16****Session: 8** **Gramercy West**

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**Examples in:** Korean**Language(s) spoken:** English**251. Table 7. Teaching with Canvas****Session: 8** **Gramercy West**

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**Examples in:** Spanish**Language(s) spoken:** English**251. Table 8. Value Added: Cultural Learning in First-year College Language Study****Session: 8** **Gramercy West**

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

Intended Audience(s): Post-secondary**Keyword:** Culture/Literature**Examples in:** Arabic, French, German and Spanish**Language(s) spoken:** English**251. Table 8. K-Friends, Peer Learning Community of Practice****Session: 8** **Gramercy West**

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

251. Table 9. Integrating Service-learning into Language Courses**Session: 8** **Gramercy West**

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

Examples in: English

Language(s) spoken: English

251. Table 9. Culture and Diversity in L2 Teaching Practices: Curriculum Artifacts**Session: 8** **Gramercy West**

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

Examples in: English

Language(s) spoken: English

251. Table 10. Multi-level World Language Classes: Reality and Innovative Solutions**Session: 8** **Gramercy West**

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

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

Keyword: Curriculum

Examples in: English

Language(s) spoken: English

251. Table 10. Why Intercultural Communicative Competence and How? Are We Prepared?**Session: 8** **Gramercy West**

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

Examples in: Spanish

Language(s) spoken: English

**Please join us for refreshments
in the East Corridor between
Sessions 8 & 9.**

251. Table 11. Comparing the Acquisition of False Cognates with Two Meaningful Activities**Session: 8** **Gramercy West**

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

Examples in: English and Spanish

Language(s) spoken: English

251. Table 11. Film Subtitling in the Foreign Language Classroom: An Effective Instructional Tool**Session: 8** **Gramercy West**

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

Examples in: Spanish

Language(s) spoken: English

Saturday, February 15, RESEARCH ROUNDTABLE, 1:00–2:00 p.m.

Session 9

260. Best of NH: Using Comprehensible Input to Empower Students with Social and Emotional Challenges**Session: 9** **Beekman**

For students with anxiety or other social, emotional, and behavioral challenges, the world language classroom can be an extremely intimidating place. In this session, the presenter will provide an overview of community building strategies and comprehensible input techniques that cultivate an empowering community for all types of learners. Attendees will also explore the specifics of anxiety disorders and why language classrooms can be particularly challenging for these students.

Organizer/Presenter(s):

Becky Hopkinson,
Pinkerton Academy, Derry, NH

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**261. Engaging All Language Learners with Free Tech Tools****Session: 9** **Sutton North**

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**Examples in:** English and German**Language(s) spoken:** English**262. Featured Session: Teaching our Tongues: Celebrating Linguistic and Cultural Diversity in Schools****Session: 9** **Sutton Center**

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**Examples in:** Multiple**Language(s) spoken:** English**263. Safe Space, Brave Space: Creating Empowering Learning Environments Through Theatre****Session: 9** **Sutton South**

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**Examples in:** English and Spanish**Language(s) spoken:** English**264. Using Authentic Resources to Teach Grammar in Context****Session: 9** **Regent**

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**Examples in:** Multiple**Language(s) spoken:** English**265. Pulsera Project: Lessons for Empowerment, Unity, and Social Justice****Session: 9** **Bryant**

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

266. Using Rhymes and Raps to Increase Student Language Proficiency**Session: 9** Nassau East

Rhymes and raps are effective in helping students to learn a language. Chanting a rhyme or rap is more pleasant and memorable than reciting a plain text. Using rhymes and raps in teaching a language has many benefits: improve students' language proficiency; develop students' sophisticated aural memory and perception; motivate students to use language in a creative way; increase students' interest and pleasure in learning; enhance rigor of instruction and practice; and help students better understand and master phonetic knowledge. In this session, the presenter will provide examples that she and her students have written. She will also explain different ways to create rhymes and raps with new expressions and sentence structures on different themes. Rubrics will also be introduced.

Organizer/Presenter(s):

Liping Meng,
Columbia High School, Maplewood, NJ

Intended Audience(s): PreK-12**Keyword:** Instructional strategies**Examples in:** Chinese**Language(s) spoken:** English and Chinese**267. Trauma-informed Practices in the World Language Classroom****Session: 9** Nassau West

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, Wilmington, DE

Intended Audience(s): Secondary (6-12)**Keyword:** Diversity**Examples in:** English and Spanish**Language(s) spoken:** English**268. A Proficiency-based Four-semester College Sequence – Essential Questions****Session: 9** Murray Hill East

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, MA

Intended Audience(s): Post-secondary**Keyword:** Instructional strategies**Examples in:** French and Spanish**Language(s) spoken:** English**269. Fun and Engaging Activities to Implement High Leverage Practices****Session: 9** Murray Hill West

Are you looking for new concepts to help you implement core practices in your classes that will help improve the achievement of all students? This session will provide a variety of activities for practicing and assessing student-to-student communication in pairs and small groups, while keeping them engaged and having fun in the target language. Exercises demonstrated will cover the three modes of communication and will be geared towards all learners regardless of age, socio-economic background, ethnicity and learning differences. This will be a highly interactive session and participants will leave with materials and new ideas to utilize in class on Monday morning. Activities presented can be adapted to all languages and levels.

Organizer/Presenter(s):

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

Intended Audience(s): PreK-12**Keyword:** Instructional strategies**Examples in:** English, French, and Spanish**Language(s) spoken:** English**270. Increase Student Target Language Use in Classroom Using Five Pedagogical Pillars****Session: 9** Gramercy East

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**Examples in:** Spanish**Language(s) spoken:** English and Spanish**271. Integrated Performance Assessment (IPA) Exemplars Poster Session****Session: 9** Gramercy West

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

272. Teaching Language Through a Cultural Lens via Literacy and Film**Session: 9** Gibson

Do you want to improve retention of students through four years of high school language? Do you have students who love language and want to continue on to an upper level course but feel intimidated? In this session the presenters will address how to make upper level courses accessible to all students. With a focus on culture, presented thematically, through authentic readings and films, you can increase intercultural competence while improving language proficiency. The materials used capture the enthusiasm of the students while meeting the needs of learners of all abilities. Examples of resources and assessments will be shared.

Organizer/Presenter(s):

Carol Buonomo, Ed.D.,
Edison Board of Education, Edison, NJ
Kristine Keefe,
Edison Board of Education, Edison, NJ

Intended Audience(s): High School**Keyword:** Connections/Comparisons**Examples in:** Spanish**Language(s) spoken:** English**273. Using Real-world Tasks to Assess Student Performance Toward Proficiency****Session: 9** Clinton

Building proficiency is about developing the ability to use language in real-world situations. This session describes how to create performance assessments using real-world tasks in novice through advanced language classrooms. The presenters will share model units and assessments and participants will gain insights into improving student language use at all levels. Through an open discussion, participants will brainstorm the most common ways language is used. As the presenters share model units and assessments, participants will be invited to ask questions using their laptops or smartphones using Backchannel Chat. Presenters will answer questions and open discussion as warranted throughout the session.

Organizer/Presenter(s):

Sarah Lindstrom,
Glastonbury Public Schools, CT

Intended Audience(s): PreK-16+ (all)**Keyword:** Curriculum**Examples in:** Spanish**Language(s) spoken:** English**274. Let's Play! Incorporating Games Across the Modes****Session: 9** Madison

Do you need to boost classroom engagement? This session will explore ways to incorporate a variety of games that will have your students not only playing but using the target language in the three modes of communication: interpretive, interpersonal and presentational. Presenters will share several examples of games that have been proven a success in their world language classrooms.

Organizer/Presenter(s):

Fernanda Saborido,
Wayne Hills High School, Wayne, NJ
Rosa Kobylinski,
Wayne Hills High School, Wayne, NJ

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish and French**Language(s) spoken:** English**275. Everyone Can Read! Interpretive Activities and Assessments for All Students****Session: 9** New York Suite, 4th Fl.

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**Examples in:** Spanish and English**Language(s) spoken:** English**276. Building Authentic Learning Experiences that All Students Can Access****Session: 9** East Suite, 4th Fl.

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, CT

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

**Please join us for refreshments
in the East Corridor between
Sessions 9 & 10.**

Session 10

280. Getting our Novice Students to Speak the Target Language**Session: 10** **Beekman**

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, NJ

Intended Audience(s): PreK-8**Keyword:** Culture/Literature**Examples in:** English and French**Language(s) spoken:** English and French**281. Heritage Learners of Spanish: Using Assessments to Promote Inclusivity****Session: 10** **Sutton North**

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**Examples in:** Spanish**Language(s) spoken:** English**282. Featured Session: Reading is FUNDamental: Bringing Joy into Your Reading Units****Session: 10** **Sutton Center**

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,
Stephen Krawec,
The Allen-Stevenson School, New York

Intended Audience(s): PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** English**Language(s) spoken:** English**283. Raising the Bar for All Learners: Incorporating Critical Thinking Strategies****Session: 10** **Sutton South**

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 with 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, NJ

Intended Audience(s): PreK-12**Keyword:** Instructional strategies**Examples in:** English, French, and Spanish**Language(s) spoken:** English**284. Authentic Listening Resources for Spanish Classes****Session: 10** **Regent**

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**Examples in:** English and Spanish**Language(s) spoken:** English and Spanish**285. Strategies for Increasing Intercultural Competence in the Classroom and Abroad****Session: 10** **Bryant**

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

286. Introvers in the World Language Classroom**Session: 10****Nassau East**

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**Examples in:** French and Spanish**Language(s) spoken:** English**287. Mindfulness for More Productivity in The World Language Classroom****Session: 10****Nassau West**

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, NJ

Intended Audience(s): PreK-16+ (all)**Keyword:** Communities/Workplace**Examples in:** French**Language(s) spoken:** English**288. Create a Dual Credit World Language Program at Your Institution****Session: 10****Murray Hill East**

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, W. Long Branch, NJ
Alice Simonson,
Shore Regional High School, West Long Branch, NJ

Intended Audience(s): High School & College**Keyword:** Articulation**Examples in:** French and Spanish**Language(s) spoken:** English**289. Multiple Pathways within an IPA: Many Roads Lead to Proficiency****Session: 10****Murray Hill West**

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,
Victoria Gilbert, Ed.D.,
Saint David's School, New York, NY

Intended Audience(s): Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**290. Fostering Resiliency in the World Language Classroom****Session: 10****Gramercy East**

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**Examples in:** Spanish**Language(s) spoken:** English**291. Bringing Big Ideas and Meaningful Content into Beginner-level Courses****Session: 10****Gramercy West**

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

292. Connecting with Cuba: A Unique Context for Growing Intercultural Competence**Session: 10** **Gibson**

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

Examples in: Spanish

Language(s) spoken: Spanish

293. Growing Tomorrow's Leaders Today – A Mead Project**Session: 10** **Clinton**

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

Examples in: English

Language(s) spoken: English

294. Inquiry-Based Projects In the Spanish Classroom: As Easy As 1-2-3!**Session: 10** **Madison**

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

Examples in: Spanish and English

Language(s) spoken: English

295. Making Connections to Support all Language Learners**Session: 10** **New York Suite, 4th Fl.**

In the United States, nearly five million K-12 students with limited proficiency in English (also known as emergent bilinguals/EBs) navigate complex academic content in English-dominant schools (Sánchez, 2017). Although world language teachers are often tasked with supporting EBs in their schools, many feel unequipped to do so. In this presentation we discuss several strategies and approaches that enable teachers to support and advocate for EBs while also modeling linguistic diversity for more "traditional" populations of English home language students. Outlining research and resources in sheltered instruction, translanguaging pedagogies, and intercultural competence, we demonstrate how teachers can harness these strategies to empower all plurilingual learners in their schools.

Organizer/Presenter(s):

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

Intended Audience(s): PreK-12

Keyword: Instructional strategies

Examples in: Spanish, German

Language(s) spoken: English

296. Building Writing Proficiency: Targeting Strategies for All Learners**Session: 10** **East Suite, 4th Fl.**

Teaching writing can be a complex task in any language. In a second-language classroom, it becomes even more challenging. Language learners cannot be expected to perform tasks that they may struggle with in their native language, and depending on the relative age and experience of our individual learners, we may find teaching writing conventions to be just as fundamental as teaching the target language. In this session, we will share strategies that have proven useful to us for both objectives. We will discuss how to prepare students properly with multiple sources of input before writing begins, how to engage students in more effective peer feedback sessions, and how to grow writing proficiency by targeting text type and rhetorical modes as core goals for student production.

Organizer/Presenter(s):

Alison Carberry Gottlieb, Ph.D.,
Susan Griffin,
Maria Datel,
Boston University, Boston, MA

Intended Audience(s): High School & College

Keyword: Instructional strategies

Examples in: Spanish and English

Language(s) spoken: English

INDEX OF PRESENTERS

- Abrate, Jayne, 154
Abughoush, Fadi, 157
Al Ani, Sarab, 137
Alessi, Carmen, 212
Almazán-Vázquez, A., 227
Alston, Elena, 232
Ameri, Jayne, 185
Anderson, Trudy, 160
Angrist, Mira, 226
Aubrey, Rebecca, 122
Back, Michele, 7, 295
Baker, Donna, 104
Ballerini, Luigi, 196
Barquet, Claudia, 132
Barrea- Marlys, Mirta, 288
Bellissimo, Daniel, 156
Benitez, Aleida, 103
Berman, Howie, 183, 243
Bianconi, Celia, 197
Bilodeau, Sarah, 170
Biondi, Megan, 251
Black, Candace, 138
Blouwolff, Rebecca, 121
Bluemel, Brody, 251
Bogdan, Michael, 138
Borer, Alexandra, 248
Bornier, Evelyne, 251
Borowczyk, Margaret, 251
Bowen, Andrew, 191
Bristow, Keri, 128
Brown, William, 217
Bugbee, Emily, 293
Buitrago, Alberto, 2
Buonomo, Carol, 272
Burgos, Jacqueline, 185
Bustamante, C. 185, 251, 271
Cai, Jiangping, 125
Caputo, Jason, 246
Carberry Gottlieb, Alison, 296
Carrillo, Emilia, 103
Carrion-Guerrero, Elena, 110
Chacon, Enrique, 215
Chahwan, Georges, 3
Chalupa, Cynthia, 251
Chen-Lin, Carol, 11
Childress, Kirby, 111
Chiocca, Diane, 244
Chivukula, Dayci, 244
Choikim, Soojin, 221
Chou, Arthur, 138
Christopher, Samantha, 231
Chung, Yuching, 180
Civarelli, Vincent, 202
Cividanes, Ame, 285
Cleary, Abigail, 292
Clivaz, Denise, 171
Clúa, Patricia, 147
Concha-Chiaraviglio, Vilma, 251
Conlon-Perugini, Dorothy, 7
Conner, John, 233
Connor, Anne, 215
Contreras, Elizabeth, 231
Cothrun, Keith, 192
Coulehan, Marissa, 135, 234
Crépon, Pascale, 248
Crinnion, Chela, 291
Crisóstomo-Lenz, Carmen, 147
Crouse, Douglass, 148
Datel, Maria, 110, 296
Davison, Matthew, 231
de Meij, Richard, 127
Decker, Claudia, 163
Degenhardt, Jennifer, 213
Delfini, Jenny, 250
Dempsey, Margarita, 175
Derone, Stephane, 152
Di Silvio, Francesca, 251
Diallo, Thierno Aliou, 111
Diaz, Nancy, 251
Dion, Sheri, 251
Diop-Tall, Soukeyna, 164
Dowd, Janice, 145
Dusewoir, Liliane, 222
Eagan, Tim, 124
Echevarria, Megan, 251
Eddy, Jennifer, 6
Egger, Isabelle, 207
Egnatz, Linda, 184
Elabdali, Rima, 251
Elahmadieh, Iman, 231
Espitia, D., 14, 100, 118, 193, 231
Ewing, Anny, 105
Fadl, Lamees, 251
Fahey, Kathryn, 215
Fegely, Kathy, 4, 251
Ferris, AJ, 120
Fox, Rebecca, 15, 251
Franklin, Laura, 138
French, Julie, 104
Friedman, Jacob, 185
Gallagher, Hannah, 220
Garcia, Mercè, 189
Garcia Arguelles, Carmen, 173
Gauss, Christina, 163
Gifford, Charlotte, 5, 138, 268
Gigante, Stefanie, 231
Gilbert, Victoria, 289
Glimois, Laurene, 111
Gonglewski, Margaret, 166
Gonzalez-Gil, María G., 141
Gorman, Clara, 141
Goulet, Dorothy Goff, 129
Grahn, Leslie, 1 246
Graner Kennedy, Lea, 162
Greer, Valerie, 269
Griffin, Katrina, 247
Griffin, Michael, 131, 172
Griffin, Susan, 169, 296
Grissom, Daryl, 181
Guilamo, Alexandra, 8
Guo, Wei, 245
Gwin, Christopher, 166, 251
Haxhi, Jessica, 182
Hazan, Maurice, 112
Helm, Jaime, 126
Hernandez, Andrea, 249
Hernandez, Marta, 205
Hoecherl-Alden, Gisela, 4, 226
Hofstetter, Cora, 208, 247
Holst-Knudsen, Heidi, 222, 248
Hopkinson, Becky, 260
Hu, Xiaoyan, 125, 251
Huhn, Christina, 15, 251
Hunkemoeller, Erin, 265
Husni, Michael, 202
Isaac, Julia, 251
Jacobs, Kara, 190
Javel, Andrea, 170
Jia, Baocai, 11
Jurado-Moran, Glennysa, 161
Kagan, Kate, 231
Kashuba, Mary Helen, 252
Kaupp, Steffen, 113
Keefe, Kristine, 272
Ketner, Jay, 214
Kindt, Michelle, 201
Klassen, Rebecca, 256
Kobylinski, Rosa, 274
Kraemer, Angelika, 261
Krawczyk Shulman, Cassie, 208
Krawec, Stephen, 282
Kronemeyer, Leslie, 290
Kuhn-Osius, Eckhard, 251

INDEX OF PRESENTERS

- Kwon, Hyunjoo, 195
Lai, Allison, 231
Lakin-Schultz, Kate, 255
Lamb, Maureen, 10, 136, 167
Lambert, Yensen, 242
Langer de Ramirez, Lori, 262
Le Minez, Brigid, 144
Leaven, Larry, 203
Lee, Lucy, 11, 145, 164
Leibly, Elaine, 128
Li, Danwei, 125
Lin, Yu-Lan, 11
Lindstrom, Sarah, 273
Litten, Allison, 101
Lluch, Monica, 174
Long, Charles, 106
Loriot Apruzzese, E., 144
Lundgaard, Greta, 204
Lutz, Nathan, 254
Ma, Xiaoyin, 206
Macakova, Martina, 294
Macione, Beatriz Huarte, 251
Malone, Margaret, 251
Malone-Hernandez, N., 234
Marticorena, Katia, 168, 210
Matchett, Elizabeth, 275
Mayron, Laura, 222
McClintock, Laura, 280
McGinley, Meghan, 228
McManus, Kevin, 251
Medina, José, 8, 203
Mendez Seijas, Jorge, 281
Meng, Liping, 266
Mercado, Wendy, 269
Montee, Megan, 186
Moon, Jihye, 177
Morache, Lorianne, 151
Moran, Melissa, 225
Moreno, Robert, 134
Morgan, Jamie, 186, 251
Morones, Jessica, 188
Muffoletto, Salvatore, 133
Na, Eunju, 251
Nebres, Maria, 141
Nunez, Saybel, 289
O'Neal, Regina, 102
Oleksak, Rita, 276
OuYang, Kim, 149
Pachas, Beth, 253
Palandra, Maria, 196
Paradiso, Berardo, 196
Penagos, Adela, 188
Perez-Zapatero, Javier, 176
Petit, Elyse, 228
Pilla, Dana, 9
Pintado-Casas, Pablo, 231
Pouget, Jean François, 153
Quigley, Kevin, 240
Quinlan, Cheri, 175
Quintero, Alicia, 213
Rabouin, Kara, 143
Ramos, Alicia, 251
Ramsden, Graziana, 251
Raycraft, Mary Beth, 110
Reyes Benitez, Leonel, 215
Rhi, Jounghye, 195
Rhodes, Hazel, 207
Richau, Michelle, 215
Ritz, Catherine, 123, 251
Rodriguez, Sheila, 224
Rodríguez, Mar, 116
Rodriguez Ballesteros, V., 263
Rosales, Francisco, 176
Rose Sanchez, Wendy, 107
Ross, Sarah, 265
Ruggiero, Frank, 200
Saborido, Fernanda, 274
Saggin, Alessandra, 117
Salek, Fabiola, 251
Sanchez, Carolyn, 164
Sanchez-Naranjo, Jeannette, 251
Santana, Maria Eugenia, 116
Santo, Jason, 256
Sarracino, Melissa, 220
Sattazahn, JoDee, 212
Sauer, Thomas, 115
Schenker, Theresa, 261, 285
Schimmel Sopa, Jill, 211
Schmiers-Heller, Jutta, 207
Schnittger, Holland, 165
Schwester, Jennifer, 287
Seewald, Amanda, 13, 242
Seifts, Justin, 242
Serafin, Stephanie, 143
Sesmiolo, Álvaro, 2
Sexton, Laura, 9
Shabani, Amina, 169, 255
Shee, Jon, 235
Sheehy, Craig, 194
Sherrow, Heather, 14
Shin, Hye Young, 177, 251
Short, Jennifer, 267
Simonson, Alice, 288
Skippon, Samuel, 248
Slocum Bailey, Justin, 187
Smith, Patricia, 209
Soares, Cristiane, 197
Speno, Julie, 241
Spielberg, Samara, 282
Spino, LeAnne, 251, 281
Stein-Smith, Kathleen, 216
Stevenson, Tanya, 12, 146
Stewart, Ken, 114, 242
Stotler, Kathy, 108
Sun, Hongyun, 110
Talbot, Kim, 124
Tamburri, Anthony, 196
Tan, Xinyi, 111
Terrill, Laura, 223
Tolu, Sabrina, 109
Toro, Christina, 210
Tracksdorf, Niko, 113, 251
Travers, Michael, 140
Tripp, Meagan, 126
Tuttle, Harry, 130
Urbanc, Katica, 231
Urso, Lisa, 286
Uyaguari, Ashley, 150
Ventosa, Jim, 230
Villadóniga, Linda, 2, 270
Villanueva, Megan, 276
Wagner, Manuela, 7, 295
Waidelich, Ann Marie, 244
Webb, Kelley, 251
Webb, Lillie, 155
Weber, Silja, 207
Wendel, Christopher, 165
Wu, Jingjing, 145
Wu, Qinjuan, 206
Wu, Yu, 251
Xie, Lingling, 221
Yaden, Bridget, 183, 243
Yáñez, Esther, 251
Yegros, Alejandro, 284
Yocco Rossi, Valerie, 229
Yoo, Hei, 251
Yun, Sehyun, 251
Zeppieri, Rosanne, 218, 283
Zhang, Tiffany, 112
Zhang, Yiping, 125
Zordan, Massimo, 156

2020 NECTFL Awards



THE NORTHEAST CONFERENCE NELSON H. BROOKS AWARD FOR OUTSTANDING LEADERSHIP IN THE PROFESSION

Amanda Seewald



Amanda Seewald has over 20 years of experience as an educator, curriculum developer, educational consultant, teacher trainer, author, and presenter. She is the owner of Maracas Educational Programs and Learning Kaleidoscope Educational Consulting. Amanda serves as the immersion program consultant at Herricks Public Schools in New York and Mendon Upton public schools in Massachusetts. In Pocantico Hills school district in New York, Amanda serves as the Global Dimensions and world language consultant where she has developed a K-8 program focused on global learning via language. Amanda serves on state, regional, and national boards and is currently president-elect of JNCL-NCLIS and immediate past president of FLENJ. Amanda understands the strong relationship between research and effective classroom practice. She shares her skills as an instructional leader with dual language immersion, ELL and FLES teachers. She is a passionate language advocate who works tirelessly to convey the benefits of language learning to policy makers and administrators. Amanda has a way of getting things done. She was instrumental in getting the New Jersey legislature to pass a bill for the Seal of Biliteracy. She is adept at getting the right message to the right people in order to affect change. Amanda is a true role model for teachers and language advocates.

THE NORTHEAST CONFERENCE JAMES W. DODGE FOREIGN LANGUAGE ADVOCATE AWARD

Fabrice Jaumont, International Educator, Researcher, Author



Nicknamed “the Godfather of language immersion programs” by the New York Times, Fabrice Jaumont has more than 25 years of experience in international education and the development of multilingual programs. He currently serves as Education Attaché for the Embassy of France to the United States and is executive director of the Center for the Advancement of Languages, Education, and Communities, an adjunct professor in international education at NYU Steinhardt, and a research fellow at Fondation Maison des Sciences de l’Homme. He hosts a podcast, a blog, speaks to audiences world-wide and has published five books. *The Bilingual Revolution: The Future of Education is in Two Languages*, provides inspirational vignettes and practical advice for parents and educators who want to create a dual-language program in their own school. His most recent book *The Gift of Languages: Paradigm Shift in U.S. Foreign Language Education*, co-written with Kathleen Stein-Smith, touches on the issue of a foreign language deficit in the United States and sets the stage for a new paradigm in our approach to teaching and learning languages. Fabrice is a powerful advocate for immersion programs and bilingualism around the world.

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

Susan A. Hildebrandt, Ph.D., Illinois State University

Pete Swanson, Ph.D., U.S. Air Force Academy

“Re-examining Teacher Candidate Performance on World Language edTPA as a Consequential Assessment,” NECTFL *Review* Number 84, September 2019, pp. 15–33



This well-researched, well-organized, and well-written article cogently addresses several serious issues concerning the edTPA assessment of beginning teacher effectiveness and its impact on world language teaching and learning. Although the article is an empirical study of two individual teacher preparation programs, the information that it cites and the questions that it raises reflect an alarming national and not local trend. In this period in which there is a severe teacher shortage, especially in world languages, the steady growth in the use of the high-stakes performance assessment edTPA and its inclusion in over 800 educator preparation programs in 41 states and the District of Columbia is causing great concern and worry over the effective assessment of teacher quality and not just teacher effectiveness. Susan Hildebrandt and Pete Swanson have certainly sounded the alarm. *Robert Terry*, Editor, NECTFL *Review*

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

Friday, February 14, 6:30–7:30 p.m. in the Rendezvous Trianon (Third Floor)

2020 NECTFL Mead Fellows

Cherie Garrett
PSMLA



Promoting the PA Seal of Biliteracy

The Seal of Biliteracy provides employers and universities with a method of identifying people who are bilingual, recognizes students with 21st century skills, and encourages students to study other languages and cultures. Also, the Seal of Biliteracy has the potential to make world language education more visible and to positively influence public opinion about the value of bilingualism and cultural understanding. Currently, 36 states and Washington, D.C. have an approved Seal of Biliteracy; however, the Seal in Pennsylvania is currently “under consideration.” This project will promote the Seal of Biliteracy in Pennsylvania at both the local and state level. Locally, I will work with my school district to offer its own seal of biliteracy to its high school graduates which will serve as a model for other districts in the state. Moreover, I will communicate information about the Seal of Biliteracy to state legislators, teachers, administrators and stakeholders in PA via state language organizations and conferences, a web page and social media to provide support for the approval of the PA Seal of Biliteracy and to support teachers and districts interested in implementing a program that provides both an incentive and recognition for their students who are biliterate.

Cherie Garrett is a Spanish teacher and world language department chair in the Dallastown Area High School, York County, PA.

Michele Back
CT COLT



Recruiting World Language Teacher Candidates

This project contributes to world language (WL) education by fostering the ongoing recruitment of qualified teacher candidates through a high quality, target language, open educational resources curriculum. Swanson (2012) accurately stated that teacher recruitment is a long-term process, requiring regular interventions and up-to-date resources. WL teachers, as critical advocates for the profession and the best judges of student language proficiency and dispositions for teaching, are clearly in the best position to engage in this recruitment. However, there is a disconnect between ACTFL’s important policy of conducting 90% of classroom instruction in the target language and ACTFL’s recruitment curriculum, *Educators Rising 2.0* (2019), which is in English. Therefore, in this project I propose collaborating with K-12 WL teachers in the Northeast region to translate and adapt the *Educators Rising 2.0* curriculum into accessible, interactive modules that can be easily incorporated into WL classrooms. After an initial assessment of existing recruitment-related resources in target languages, I will work with a group of these teachers translate and adapt *Educators Rising 2.0* and existing target-language resources into an accessible, easily implementable language teacher recruitment curriculum, which will be disseminated among NECTFL members, members of state language associations, partnership districts, and other stakeholders.

Michele Back is an assistant professor of world language education at the University of Connecticut in Storrs, CT.

About the Award

This scholarship is provided to support an individual in the development of a project that contributes to the foreign language teaching profession and advances quality language instruction. The Mead program was created to develop future leaders for the profession at the state, regional, and national levels. Educators of all languages at all levels are encouraged to apply to this program, designed to identify potential leaders in education and to support the development of their potential. Each scholarship recipient will be assigned a mentor with expertise in the area of that person's project, and NECTFL will facilitate virtual and, if possible, face-to-face meetings of the two.

NECTFL Teacher of the Year Finalists 2020



Dr. Iris Busch
University of Delaware
Newark, DE
DECTFL



Meiching Chang
Glastonbury Public Schools
Glastonbury, CT
CT COLT



Karen Cox
Salem High School
Salem, NH
NHAWLT



Megan Flinchbaugh
Manheim Central High School
Manheim, PA
PSMLA



Mary Holmes
New Paltz Central Schools
New Paltz, NY
NYSAFLT



Kristine Keefe
Edison Public Schools
Edison, NJ
FLENJ



Serena Keeney-Horsch
Washington Grove Elementary
Gaithersburg, MD
MFLA



Allison Litten
Marion Cross School
Norwich, VT
VFLA



Amy Petersen
Midlothian High School
Midlothian, VA
FLAVA



Matilde Relvas
International Charter
School Pawtucket, RI
RIFLA



Ashley Uyaguari
Innovation Academy
Charter School
Tyngsboro, MA
MaFLA



Marcela Velikovsky
Bullis School
Potomac, MD
GWATFL

Past NECTFL Teachers of the Year



Rebecca Blouwoff (2019)*

Wellesley Middle School, MA (MaFLA)

Rebecca Aubrey (2018)*

Ashford School, CT (CT COLT)

Caleb Howard (2017)

Dr. William Mennies Elementary School, Vineland, NJ (FLENJ)

Katrina Griffin (2016)*

North County High School, Glen Burnie, MD (MFLA)

Dr. Edward Zarrow (2015)*

Westwood High School, MA (MaFLA)

Hannah Gonzalez (2014)

Mt. Hebron HS, Woodbine, MD (MFLA)

Margarita Boyatzi Dempsey (2013)

Smithfield High School, RI (RIFLA)

Lucy Chu Lee (2012)

Livingston High School, Livingston, NJ (FLENJ & CLASS)

Sherri Harkins (2011)

Wicomico County Public Schools, MD (MFLA)

Maryann Woods-Murphy (2010)

Northern Highlands Regional HS, Allendale, NJ (FLENJ)

Vickie Mike (2009)

Horseheads High School, NY (NYS AFLT)

Emily Wagner (2008)

Germantown Academy, Fort Washington, PA (PSMLA)

Janet L. Glass (2007)*

Dwight-Englewood School, Englewood, NJ (FLENJ)

Christi Moraga (2006)

West Woods Upper Elementary School, Farmington, CT (CT COLT)

Stephanie Appel (2005)

Fair Lawn Public School District, Bergen County, NJ (FLENJ)

*Selected ACTFL Language Teacher of the Year



Past NECTFL Award Winners

THE NORTHEAST CONFERENCE NELSON H. BROOKS AWARD FOR OUTSTANDING LEADERSHIP IN THE PROFESSION

At each annual Conference since 1968, the Board of Directors has honored a member of the profession for distinguished service and leadership. Since 1978 the award has been given in honor of Nelson H. Brooks, who was the 1969 recipient.

1968	Stephen A. Freeman Middlebury College	1986	Robert Lado Georgetown University	2003	Frank W. Medley, Jr. West Virginia University
1969	Nelson H. Brooks Yale University	1987	Mary P. Thompson Glastonbury Public Schools (CT)	2004	Martha G. Abbott Fairfax County PS (VA)
1970	Harry L. Levy Fordham University	1988	Leo Benardo New York City PS	2005	Ray Clifford Defense Language Institute
1971	Robert G. Mead University of Connecticut	1989	Dora Kennedy Prince George's County (MD)	2006	Kathleen Riordan Springfield PS (MA)
1972	Freeman Twadell Brown University	1990	Ann Beusch Maryland State DOE	2007	Stephen L. Levy Roslyn NY Schools, ret.
1973	Emma Birkmaier University of Minnesota	1991	Helen Warriner-Burke Virginia State DOE	2008	Eileen W. Glisan Indiana University of Pennsylvania
1974	Donald D. Walsh Northeast Conference	1992	Sandy Jean McIntyre II Morgan State University	2009	Marjorie Hall Haley George Mason University
1975	Theodore Andersson University of Texas	1993	Dorothy James Hunter College	2010	Yu-Lan Lin Boston Public Schools
1976	Wilmarth H. Starr New York University	1994	Eleanor Jorden, Emerita Cornell University	2011	Gregory Duncan InterPrep, Inc.
1977	Kenneth W. Mildenberger Modern Language Association	1995	Earl W. Stevick, Emeritus Foreign Service Institute	2012	Richard Brecht CASLS
1978	Howard Lee Nostrand University of Washington	1996	Edward D. Allen, Emeritus Ohio State University	2013	Heidi Byrnes Georgetown University
1979	Dwight Bolinger Harvard University	1997	Ronald A. Walton National Foreign Language Center (posthumous award)	2014	Gladys C. Lipton National FLES* Institute
1980	Richard I. Brod Modern Language Association	1998	Helene Zimmer-Loew AATG	2015	Charlotte E. Gifford Greenfield Comm. College
1981	Laurence Wylie Harvard University	1999	June K. Phillips Weber State University	2016	Laura Franklin No. Virginia Comm. College
1982	Lorraine A. Strasheim Indiana University	2000	Protase E. Woodford Educational Testing Service, ret.	2017	Thekla Fall Pittsburgh Public Schools, ret.
1983	James R. Frith Foreign Service Institute	2001	Edward C. Scebold ACTFL	2018	Janis Hennessey Dover High School, ret. (NH)
1984	Wilga M. Rivers Harvard University	2002	Robert J. Ludwig NYS AFLT	2019	Sr. Mary Helen Kashuba Chestnut Hill College
1985	James E. Alatis Georgetown University				

NECTFL Awards Ceremony

Friday, February 14, 2020

6:30-7:30 p.m.

Rendezvous Trianon

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



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

This award is named after Stephen A. Freeman of Middlebury College. It has been awarded since 1968 at the discretion of the Board to recognize the best published article on teaching techniques to have appeared during the preceding year.

1969	Sidney R. Smith University of North Carolina	1986	Charlotte Cole Floy Miller Walpole High School (MA)		Eileen W. Glisan Indiana University of PA
1970	Frank Otto Ohio State University	1989	Jay Siskin Northwestern University		Keiko Koda Carnegie Mellon University
1971	Michael Agatstein Wheatley School		Emily Spinelli U. of Michigan at Dearborn		S. Paul Sandrock WI Dept. of Public Instruction
1973	H. Ned Seelye J. Lawrence Day	1990	Robert Terry University of Richmond	2009	Elvira Swender ACTFL
1974	Robert J. Elkins Theodore B. Kalivoda Genelle Morain University of Georgia	1991	Marva Barnett University of Virginia		Jason J. Goulah DePaul University/Concordia Language Villages
1975	Thomas P. Carter Dalhousie University	1998	Elizabeth Knutson U.S. Naval Academy	2011	Lina Lee University of New Hampshire
1977	Christina Bratt Paulston Howard R. Selekmán	1999	Olenka Bilash University of Alberta	2014	Maximilian Aue Peter Höyng Marianne Lancaster Hiram Maxim Caroline Schauman Emory University
1978	I.S.P. Nation Victoria University	2001	Anita Vogely SUNY Binghamton		Cynthia Chalupa Heiko ter Haseborg West Virginia University
1979	Diane W. Birckbichler Ohio State University	2002	Linda Quinn Allen Iowa State University		Mary Caitlyn Wight SUNY Geneseo
	Alice C. Omaggio ERIC Clearinghouse on Languages & Linguistics	2003	Terry A. Osborn University of Connecticut	2015	Tony Houston Bryant University
1981	James M. Hendrickson Lansing Community College	2004	Bonnie Adair-Hauk and Richard Donato University of Pittsburgh	2016	Francis J. Troyan, Ph.D., The Ohio State University
1982	Claire Kramsch Mass. Institute of Technology	2005	Wynne Wong Ohio State University	2017	Laurent Cammarata, Ph.D. Faculté Saint-Jean, U. of Alberta
1983	Heidi Byrnes, Stefan Fink, Aureila Roman Georgetown University	2006	Bill VanPatten U. of Illinois at Chicago	2018	Jason Martel, Ph.D. Middlebury Institute of International Studies at Monterey
1984	Renate A. Schulz University of Arizona	2006	N. Ann Chenoweth U. of Texas – Pan American		Carolina Bustamante, Ph.D. SUNY Old Westbury
1985	Walter Blue, Donald Rice, Tamara Root Hamline University	2007	Kimmaree Murday Indiana U. – Purdue U. Indianapolis	2019	
		2008	Teresa Pica Penn Graduate School of Education		
			Bonnie Adair-Hauk University of Pittsburgh		

THE JAMES W. DODGE FOREIGN LANGUAGE ADVOCATE AWARD

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

1978	Hon. Paul Simon Congressional Representative from Illinois	1994	James Crawford author and editor	2006	Taj Mahal and Carole Fredericks (posthumous) Music Legends and Cultural Ambassadors
1979	President Jimmy Carter	1995	Hon. Madeleine May Kunin former Governor of Vermont, Deputy Secretary of Education	2007	Hon. Paul S. Sarbanes former Senator from Maryland
1980	Fred M. Hechinger The New York Times Foundation	1996	Hon. David L. Boren former Senator from Oklahoma; President, University of Oklahoma	2009	Luma Muffeh Fugees Family
1983	Hon. Leon E. Panetta Congressional Representative from California	1997	Robert Orrill The College Board	2010	J.W. Marriott, Jr. Marriott International
1985	Sylvia Porter nationally syndicated columnist	1998	Ken O'Keefe Allegheny College	2012	J. David Edwards JNCL/NCLIS
1986	Hon. Christopher J. Dodd Senator from Connecticut	1999	Sesame Street, Children's Television Workshop	2013	Hon. Jack Markell Governor of Delaware
1987	Hon. J. William Fulbright former Senator from Arkansas	2000	Hon. Richard Riley former Governor of South Carolina, Sec. of Education, U.S. DOE	2014	Clay Pell Deputy Assistant Secretary of Education, U.S. DOE
1988	Hon. Claiborne Pell Senator from Rhode Island	2001	L. Jay Oliva President, New York University	2015	Diane Rehm <i>The Diane Rehm Show</i>
1989	The Southern Governors Conference	2002	Barbara Turlington American Council on Education	2017	Carnegie Library of Pittsburgh
1990	Leonard A. Lauder President and CEO, Estée Lauder, Inc.	2003	Ann M. Copland Senior Exec. and Legislative Asst., Sen. Cochran (R-MS)	2018	The Trout Gallery, Dickinson College
1991	Scott McVay Executive Director, Geraldine R. Dodge Foundation	2004	Brenda L. Welburn National Association of State Boards of Education	2019	Eduardo Vilaro Ballet Hispánico
1992	Hon. Lois G. Pines, State Senator from MA	2005	Hon. Rush Holt Congressional Representative from New Jersey		
1993	James Herbert National Endowment for the Humanities				

NECTFL Advisory Council 2020*



The NECTFL Advisory Council is a governing body of NECTFL, composed of individuals representing themselves (\$100 level) OR representing schools, districts, universities, associations or companies (\$200 level) who pay a membership fee to participate in NECTFL activities and business by providing advice, leadership and support to the Board of Directors.

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Helene Zimmer-Loew, AATG (ret.)

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FLENJ, Frank Ruggiero, Ed.D.
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Glastonbury Public Schools, Rita Oleksak
Greenfield Community College, Charlotte Gifford
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For more information about the NECTFL Advisory Council and how to join, please see a member of the Board or visit our website. Benefits include:

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

*As of 1/18/2020



NECTFL Review

General Information

Since 2000, the *NECTFL Review* has published articles of interest to instructors, researchers, and administrators at all educational levels on theory, research, and classroom practice in language teaching. In addition to scholarly articles, the *NECTFL Review* includes reviews of products of interest to world language educators, written by language professionals at all levels representing all languages. Until 2005, the *Review* was available in print only, then in 2005 both online and in print. In 2009, the journal began publishing uniquely online, maintaining the same professional rigor in the selection and publication of articles that had seen the journal take its place among the ranks of highly recognized foreign language publications. The journal is published twice a year, in March and in September. There is no deadline for submission of articles.

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

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

Each article is reviewed by at least three nationally-known experts in the field of world language teaching who make up the Editorial Board and the list of reviewers. Elements that are considered in the evaluation process are the article's appropriateness for the journal's readership; its contribution to foreign language education and the originality of that contribution; the soundness of the research or theoretical base; its implications for the classroom; and finally, organization, focus, and clarity of expression.

Authors are notified about the status of their articles within two months from the date of submission.

For those interested in reviewing materials, contact Tom Conner, Review Editor, tom.conner@snc.edu

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

Editors

Robert M. Terry, Editor
rterry@richmond.edu

Thomas S. Conner, Review Editor

Publication Data (as of January 15, 2020)

Total articles received	221
Total published	101 (45.7%)
Total rejected/withdrawn	111 (50.2%)
Total being revised	9 (4.1%)

Editor

Conference Chairs, 1954–present



1954	Hunter Kellenberger Brown University	1977	Jane MacFarland Bourque Stratford P.S. (CT)	2000	Frank W. Medley, Jr. West Virginia University
1955	Germaine Brée New York University	1978	Thomas H. Geno University of Vermont	2001	Margaret Ann Kassen Catholic University of America
1956	Dorothy B. Crawford Philadelphia H.S. for Girls	1979	Paul D. Cincinnato Farmingdale P.S. (NY)	2002	Donald Reutershan Maine Dept. of Education
1957	William N. Locke Mass. Institute of Technology	1980	John L. D. Clark Educational Testing Services	2003	John Webb Princeton University (NJ)
1958	George N. Shuster Hunter College	1981	Helene Zimmer-Loew NYS Department of Education	2004	Frank Mulhern Pennsylvania State Modern Language Association
1959	Léon E. Dostert Georgetown University	1982	Toby Tamarkin Manchester Comm. College (CT)	2005	Mikle D. Ledgerwood SUNY Stony Brook
1960	Remigio U. Pane Rutgers University	1983	John M. Darcey West Hartford P.S. (CT)	2006	Nancy Gadbois Springfield Public Schools (MA)
1961	Carl F. Bayerschmidt Columbia University	1984	June K. Phillips Indiana University of PA	2007	Marjorie Hall Haley George Mason University (VA)
1962	Edward J. Geary Harvard University	1985	Stephen L. Levy Roslyn Public Schools (NY)	2008	Sharon Wilkinson Simpson College
1963	Harry L. Levy Hunter College	1986	Helen S. Lepke Clarion University of PA	2009	Laura Franklin N. Virginia Comm. College
1964	Alfred S. Hayes Center for Applied Linguistics	1987	Christine L. Brown Glastonbury P.S. (CT)	2010	Jaya Vijayasekar Vernon Public Schools (CT)
1965	Wilmarth H. Starr New York University	1988	Richard C. Williamson Bates College	2011	Charlotte Gifford Greenfield Comm. College (MA)
1966	Jean Perkins Swarthmore College	1989	John P. Nionakis Hingham Public Schools (MA)	2012	Jennifer L. Steeley Manheim Twp. M.S. (PA)
1967	G. Reginald Bishop, Jr. Rutgers University	1990	Heidi Byrnes Georgetown University	2013	Arlene F. White Salisbury University (MD)
1968	Robert G. Mead, Jr. University of Connecticut	1991	Judith E. Liskin-Gasparro Middlebury College	2014	Janel Lafond-Paquin Rogers High School (RI)
1969	F. André Paquette American Council on the Teaching of Foreign Languages	1992	Joy Renjilian-Burgy Wellesley College	2015	Cheryl Berman SAU 50 Newington (NH)
1970	Remunda Cadoux Hunter College	1993	José M. Díaz Hunter College High School	2016	Rebecca K. Fox George Mason University (VA)
1971	Hilary Hayden OSB St. Anselm's Abbey School	1994	Sylvia Brooks-Brown Baltimore County P.S. (MD)	2017	Carole Smart Newmarket High School (NH)
1972	Mills F. Edgerton, Jr. Bucknell University	1995	Rebecca R. Kline Penn State University	2018	Bill Heller SUNY Geneseo (NY)
1973	Joan L. Feindler East Williston P.S. (NY)	1996	Julia T. Bressler Nashua Public Schools (NH)	2019	Rosanne Zeppieri W. Windsor Plainsboro, ret. (NJ)
1974	Joseph A. Tursi SUNY at Stony Brook	1997	Eileen W. Glisan Indiana University of PA	2020	Nathan Lutz Kent Place School (NJ)
1975	Jerome G. Mirsky Jericho Public Schools (NY)	1998	Richard Donato University of Pittsburgh		
1976	Philip E. Arsenault Montgomery County P.S. (MD)	1999	Martha G. Abbott Fairfax County P.S. (VA)		

A Message from the 2021 Chair



Dear NECTFL Friends and Colleagues,

It is with great pleasure that I welcome you to the 2020 Northeast Conference. Chair Nathan Lutz and the entire NECTFL Board have worked hard to organize the best professional development for world language educators.

As the chair of next year's conference, I invite you to join us back here at the NY Hilton Midtown from February 25-27, 2021. The theme for the 67th annual conference will be **Finding Our Voice: World Languages for Social Justice**. We see this as a timely topic that will challenge us all to reconsider our units to be inclusive, address diverse perspectives, connect with local and global communities, and confront societal concerns.

Our keynote will be delivered by **Sydney Chaffee**, 2017 National Teacher of the Year and humanities teacher in Massachusetts. She will address why social justice belongs in our schools and the role teachers play in developing students who will strive for a more just society. Her speech will certainly inspire us to consider our responsibility in educating future generations of leaders and active citizens.

Our conference is only as strong as those who share their knowledge and experience, so please consider submitting a presentation proposal. Our program will include in-depth three and six-hour pre-conference workshops, a variety of sessions, featured presentations by distinguished speakers, as well as our #techlab, Research Roundtable, and "Best of State" sessions. We welcome all proposals—those with a connection to our theme as well as those that address topics of general interest in the field. Proposals can be submitted at www.nectfl.org/conference.

Please enjoy your 2020 NECTFL Conference; I look forward to seeing you again next year at the 2021 Northeast Conference in New York City!

Mike Bogdan

San Juan, Puerto Rico

102nd AATSP Annual Conference



Español y Portugués para
un mundo multilingüe y
multicultural

Espanhol e Português para
um mundo multilíngue e
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Caribe Hilton Hotel

July 9 – 12, 2020

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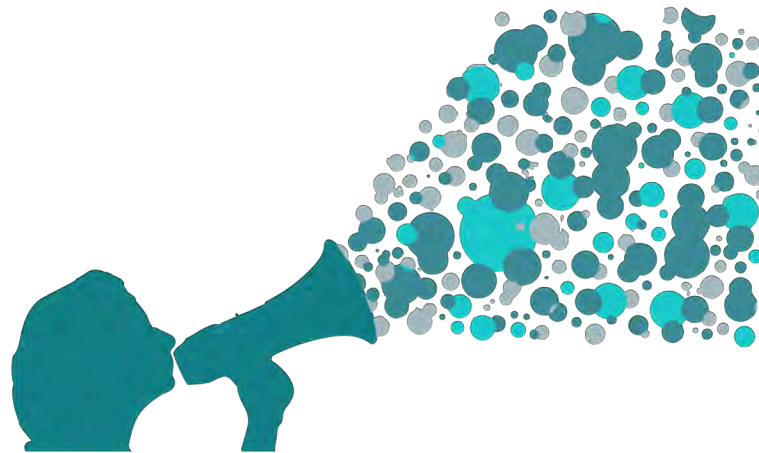
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