NORTHEAST CONFERENCE
66th Annual Conference

LANGUAGES FOR ALL
ENVISIONING LANGUAGE LEARNING OPPORTUNITIES FOR EVERY LEARNER

February 13–15, 2020
New York Hilton Midtown
Nathan Lutz, Conference Chair
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2019–2020 NECTFL Board of Directors

Vice Chair

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South Middleton School District (PA)

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Kent Place School (NJ)

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W. Windsor Plainsboro RSD, retired (NJ)

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University of Pennsylvania (PA/NJ)

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Antietam High School, retired (PA)

Class of 2021

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Howard County Public Schools, retired (MD)

Deborah Espitia
Howard County Public Schools, retired (MD)

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Class of 2022

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Boston University (MA)

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Glastonbury Public Schools (CT)

Class of 2023

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Haley Shanahan
NYSAFLT Administrative Assistant
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 (NYSASFLT), 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 loves 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 a 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.
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,
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  
Michael Cave, Catholic Memorial High School, MA  
Marissa Coulehan, Springhurst Elementary School, NY  
Andrew Hagerty, Townsend Harris High School, NJ  
Caleb Howard, Dr. W. Mennies Elementary School, NJ  
Francesca McAuliffe, Stuyvesant High School, NY  
Wendy Mercado, Bay Shore Middle School, NY  
Joseph Parodi-Brown, Marianapolis Prepatory School, CT  
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

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!
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 (NYSAFLT)
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

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<td>Conference Registration</td>
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<td>9:30 a.m.–4:30 p.m.</td>
<td>Six-hour Ticketed Workshops (one hour lunch)</td>
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<tr>
<td>9:30 a.m.–12:30 p.m.</td>
<td>Three-hour Ticketed Workshops – Morning</td>
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<td>1:00–4:30 p.m.</td>
<td>State Leaders Luncheon and Meeting</td>
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<tr>
<td>1:30–4:30 p.m.</td>
<td>Three-hour Ticketed Workshops – Afternoon</td>
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<td>5:00–9:00 p.m.</td>
<td>Board of Directors Meeting and Dinner</td>
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<td>8:00 a.m.–5:00 p.m.</td>
<td>Conference Exhibit Hall Open</td>
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<td>8:30–9:30 a.m.</td>
<td>Session 1</td>
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<td>9:30–10:00 a.m.</td>
<td>Exhibit Hall Grand Opening</td>
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<td>10:00–11:00 a.m.</td>
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<td>11:00–11:30 a.m.</td>
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<td>12:30–1:45 p.m.</td>
<td>Exhibits and Lunch Break</td>
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<td>12:30–1:45 p.m.</td>
<td>Palmes Academiques Luncheon (by invitation only) – Offsite</td>
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<td>1:45–2:45 p.m.</td>
<td>Session 3</td>
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**State Leaders Luncheon and Meeting**

**Three-hour Ticketed Workshops**

**Six-hour Ticketed Workshops**

**Three-hour Ticketed Workshops**

**Board of Directors Meeting and Dinner (5:00–9:00 p.m.)**

**Keynote Address & General Session**

**Session 1**

**Session 6**

**Session 2**

**Session 7 & #techlab**

**Session 3**

**Session 8 & Research Roundtable**

**Session 4**

**Session 9**

**Session 5**

**Session 10**

**Lunch Break, Exhibits, and Advisory Council**

**Exhibits**

**Awards Photography**

**Awards Ceremony and Reception**
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clients@alacartetravel.com Ranna Saedi

A La Carte Travel is an educational tour operating company that offers customizable packages to suit all of your traveling needs. A La Carte Travel offers educational trips, exchange programs, AP trips, and community service trips. We work with teachers and administrators to create trips of a lifetime!

AATF 323
http://frenchteachers.org (815) 310-0490
aatf@frenchteachers.org Jayne Abrate

The American Association of Teachers of French (AATF) is the largest national professional association in the world devoted exclusively to French. We provide services to help members promote French and develop and defend programs at all levels. The AATF publishes the French Review and National Bulletin, sponsors the Grand Concours and National French Week, holds an annual convention, and produces a variety of teaching and promotional materials.

AATSP TT16
https://www.aatsp.org/ (205) 506-0600
spainelong@aatsp.org Sheri Spaine Long

For over one hundred years, the American Association of Teachers of Spanish and Portuguese (AATSP) has continued to promote the study and teaching of the Spanish and Portuguese languages and their corresponding cultures at all levels of education.

Accent Français TT4
http://www.accentfrancais.com +33 467581628
stephanie.checa@accentfrancais.com Stéphanie Checa

Since 1998, Accent Français has been inviting you to experience the French lifestyle in the South of France! Experts in teaching French as a foreign language, our teams works to offer you the best of France: teacher training, language courses, accommodations, cultural activities and sports. Our Qualité FLE *** institute and historical member of Campus France is waiting for you!

American Association of Teachers of German TT18
http://www.aatg.org (856) 795-5553
keith@aatg.org Keith Cothrun

AATG supports the teaching of the German language and German-speaking cultures in elementary, secondary, and post-secondary education in the United States. The AATG promotes the study of the German-speaking world in all its linguistic, cultural and ethnic diversity, and endeavors to prepare students as transnational, transcultural learners and active, multilingual participants in a globalized world.

American Classical League 208
http://www.acclassics.org (513) 529-7741
littles@acclassics.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
http://www.aacps.org esummers@aacps.org Gene Summers

Located in and around Annapolis, Maryland, AACPS takes a communicative approach to language learning. We are looking for educators who share a vision of using authentic resources to get their students communicating via authentic tasks. We boast a solid support system for new and experienced teachers to include mentors, robust curricula, and classroom technology. (AFL, Chinese, French, German, Italian, Spanish)

AQEFLE 213
http://www.aqefle.com (418) 832-6244
Rejean.Chatigny@aqefle.com Rejean Chatigny

AQEFLE (Association québécoise des écoles de français langue étrangère) proudly represents three universities and four colleges offering high quality French language programs in Quebec, Canada. Our schools offer short-term summer programs, as well as autumn and winter programs. Quebec has proudly preserved its French heritage and is currently playing an active role in the heart of the international French community.

Avant Assessment 206
https://www.avantassessment.com/ aziz@avantassessment.com Aziz Ebingham

Avant is the world’s leading language proficiency testing provider giving students a true picture of their language skills. Year after year, many schools choose Avant because of our accurate, consistent scoring, great customer service, and more.

Boomalang 322
http://www.boomalang.co (336) 817-7709
chris.gerdj@boomalang.co Chris Gerdj

Authentic 15-min. video conversations with native speakers. Boomalang connects students to native speakers of Spanish, French, German, Italian, Portuguese, and English across the world to improve proficiency and intercultural competence through live video chat. See why over 97% of classes using Boomalang renew each semester/year. We are currently serving over 100 schools at the high school or higher ed levels.

CET Academic Programs 130
http://cetacademicprograms.com (800) 225-4262
cet@cetacademicprograms.com Brian Wiehr

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

Global Leadership Adventures 200
https://www.experiencelga.com/ (858) 771-0645
heidi@experiencelga.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.

GWAFL TT10
http://www.gwaflc.org conect@gwaflc.org Donna Clark

Serving world language educators since 1965. The Greater Washington Association of Teachers of Foreign Language (GWAFL) 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 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 Ilaria 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 tailor-made faculty-led programs, as well as fall, spring and summer sessions for university students.

International Student Exchange 223
http://isessa.org (800) 766-4656
contact@isessa.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.micheltomths.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 231
http://www.languagepolicy.org (202) 580-8684
tcalvin@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 Biliteracy.

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

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Lingo Language Labs 126
http://www.lingoio.com (517) 960-9276
seth@lingo.io Seth Killian

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http://www.lingotours.com (347) 391-8986
info@lingotours.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 655541436

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, 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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hviskovic@lectorum.com Hilda Viskovic

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seth@lingo.io Seth Killian

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

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info@mangolanguages.com Billy Piche

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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.

**MLFA** TT11  
http://mlfamd.org  
communications@mlfamd.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/lis  
(802) 443-5239  
hjohannessonforgt@middlebury.edu  
Haviland Johannesson-Forgt

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**Minds Abroad** TT7  
http://www.mindsabroad.com  
(919) 438-3942  
info@mindsabroad.com  
Carl Jaramillo

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**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.

**NYSAFLT** TT13  
http://www.nysaflt.org  
info@nysaflt.org

The New York State Association of Foreign Lang. 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. NYSAFLT 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.

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https://www.pondyy.ai/  
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support@pondyy-edu.com  
Norman Wang

Pondy Education Inc. is the leading Chinese language 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.

**Proficiency Press Co** 321  
http://www.proficiencypress.com  
(516) 775-0663  
info@proficiencypressco@gmail.com  
C. Taliercio-Cohn

Proficiency Press Co. provides teacher-made, practical, easy to use, communicative materials, which may be used alone or incorporated into an existing language program. Consistent with the National Standards, Student activity books, assessment materials, and NEW E-Book Chapters for the novice level are available in French, German, Italian, and Spanish.

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(800) 304-9446  
info@prometour.com  
Mark Stephens

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**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.puentesslanguagel.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

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**REAL LANGUAGE right away** 312  
http://www.reallanguagerrightaway.com  
(630) 918-0919  
Denise Clivaz

orders@reallanguagerrightaway.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://spyswatchlex.com  
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dan@scholarcade.com  
Daniel Turcotte

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info@travelandeducation.org  Patrizia Dadamo
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University of Salamanca, Spain 329
http://cursosinternacionales.usal.es
internat@usal.es  José Miguel Sánchez Llorrente
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.

VFLA TT11
http://vfla.org
vfllait@gmail.com  Kerelyn Bristow
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.

Vista Higher Learning 102
http://www.vistahigherlearning.com (800) 269-6311
sales@vistahigherlearning.com  Shannon DiStefano
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.

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http://vivalaclase.com
lastressenoras@gmail.com  Carmen Alessi
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Voces Digital by Teacher's Discovery 230
http://www.vocesdigital.com (800) 848-0256
erina@vocesdigital.com  Erin Almeranti
Erina Almeranti started "For Teachers, By Teachers," Voces Digital by Teacher's Discovery more than 45 years ago by world language teachers, we created materials for all levels of Spanish language learning and cultural exchange. Whether you’re looking for paper-based resources or digital, Voces Digital offers a wide variety of options to help you teach Spanish in your classroom.

Xperitas 210
http://www.xperitas.org
info@xperitas.org  Amy Litman
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!
<table>
<thead>
<tr>
<th>Room</th>
<th>Session 1, 8:30–9:30 a.m.</th>
<th>Session 2, 11:30 a.m.–12:30 p.m.</th>
<th>Session 3, 1:45–2:45 p.m.</th>
<th>Session 4, 3:00–4:00 p.m.</th>
<th>Session 5, 4:30–5:30 p.m.</th>
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<tr>
<td>Sutton North</td>
<td>Best of MD: Highlighting Black Culture in the Spanish Classroom</td>
<td>Empowering Diverse Learners: Research-Based Strategies for Success</td>
<td>Embracing Learning Differences in the Foreign Language Classroom</td>
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<td>Session 6, 8:45–9:45 a.m.</td>
<td>Session 7, 10:30–11:30 a.m.</td>
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<td>Session 9, 2:15–3:15 p.m.</td>
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<td>288. Create a Dual Credit World Language Program at Your Institution</td>
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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, FL  
Álvaro Sesmilo,  
Nebrija University, Madrid, Spain  
Alberto 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, MA  
Kathy Fegely,  
Antietam High School, retired, Reading, PA

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

Keyword: Culture/Literature

Examples in: Multiple

Language(s) spoken: English

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

---

### 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

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### 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-16+ (all)

**Keyword:** Instructional strategies

**Examples in:** English, Spanish, and Chinese

**Language(s) spoken:** English

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### 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

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

**Session:** AM  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

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**Pre-conference Workshops– Morning ($50)**

**Pre-conference Workshops– Afternoon ($50)**
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
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**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
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**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 Seawald, 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
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**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

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**Thursday, February 13, Three-hour Pre-conference Workshops, 9:30 a.m.–12:30 p.m. and 1:30–4:30 p.m.**
## Friday

### Session 1

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<td><strong>101. Best of VT: Movie Talk – Ageless, Timeless, Priceless</strong>&lt;br&gt;<strong>Session: 1</strong>&lt;br&gt;<strong>Beekman</strong>&lt;br&gt;<strong>Organizer/Presenter(s):</strong> Allison Litten, Marion Cross School, Norwich, VT</td>
<td><strong>102. Best of MD: Highlighting Black Culture in the Spanish Classroom</strong>&lt;br&gt;<strong>Session: 1</strong>&lt;br&gt;<strong>Sutton North</strong>&lt;br&gt;<strong>Organizer/Presenter(s):</strong> Regina O'Neal, Baltimore Polytechnic Institute, MD</td>
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<td>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.</td>
<td>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.</td>
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<td><strong>Intended Audience(s):</strong> PreK-16+ (all)&lt;br&gt;Keyword: Curriculum&lt;br&gt;Examples in: Spanish and English&lt;br&gt;Language(s) spoken: Spanish</td>
<td><strong>Intended Audience(s):</strong> PreK-16+&lt;br&gt;Keyword: Comprehensible Input&lt;br&gt;Examples in: Spanish and English&lt;br&gt;Language(s) spoken: Spanish</td>
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<td><strong>103. Featured Session: Género Neutro y Lenguaje Inclusivo en Español</strong>&lt;br&gt;<strong>Session: 1</strong>&lt;br&gt;<strong>Organizer/Presenter(s):</strong> Aleida Benitez, Gordon School, East Providence, RI</td>
<td><strong>104. Throw Away the Highlighter: Reading Strategies for Everyone</strong>&lt;br&gt;<strong>Session: 1</strong>&lt;br&gt;<strong>Sutton South</strong>&lt;br&gt;<strong>Organizer/Presenter(s):</strong> Donna Baker, Anne Arundel County Public Schools, MD</td>
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<td>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.</td>
<td>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!</td>
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<td><strong>Intended Audience(s):</strong> PreK-16+ (all)&lt;br&gt;Keyword: Instructional strategies&lt;br&gt;Examples in: English, Spanish, and French&lt;br&gt;Language(s) spoken: English</td>
<td><strong>Intended Audience(s):</strong> Secondary (6-12)&lt;br&gt;Keyword: Instructional strategies&lt;br&gt;Examples in: English, Spanish, and French&lt;br&gt;Language(s) spoken: English</td>
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<td><strong>105. Starting with Why: Principled Teacher Training to Spark Student Success</strong>&lt;br&gt;<strong>Session: 1</strong>&lt;br&gt;<strong>Organizer/Presenter(s):</strong> Anny Ewing, Altamira Language Learning, Chester Springs, PA</td>
<td><strong>Intended Audience(s):</strong> Post-secondary&lt;br&gt;Keyword: Professional development&lt;br&gt;Examples in: English&lt;br&gt;Language(s) spoken: English</td>
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<td>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.</td>
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**Friday, February 14, Session 1, 8:30–9:30 a.m.**
### 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,  
Chota 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

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

**Session: 1**  
**Gramercy East**

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

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### 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

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### 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 Datel,  
Hongyun Sun,  
Boston University, Boston, MA

**Intended Audience(s):**  
Post-secondary

**Keyword:** Instructional strategies

**Examples in:**  
Chinese, French, and Spanish

**Language(s) spoken:**  
English

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### 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 Glimoix, 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

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Friday, February 14, Session 1, 8:30–9:30 a.m.
### 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. This dynamic and entertaining session, the presenter with 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 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 Rodriguez, 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  

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**Friday, February 14, Session 1, 8:30–9:30 a.m.**
Exhibit Hall
Grand Opening and Coffee Break
9:30–10:00 a.m.
Rhinelander 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.
**FRIDAY**

**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 Blouwolff,  
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 deserve 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 IEP's 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.,  
Meltrose 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):**

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Friday, February 14, **Session 2**, 11:30 a.m.–12:30 p.m.
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<th>Title</th>
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<td>127. Using Music and Magic To Engage All In Learning Languages</td>
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<td>Nassau West</td>
<td>Xiaoyan Hu, Meagan Tripp, Ph.D., Elaine Leibly, Harry Tuttle, Ed.D.</td>
<td>PreK-16+ (all)</td>
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<td>130. Moving Students from Novice to Intermediate Speaking: Many Techniques</td>
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<td>Gramercy East</td>
<td>Richard de Meij, Dorothy Goff Goulet, Ph.D., Harry Tuttle, Ed.D.</td>
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<td>Instructional strategies</td>
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**126. Fostering Inclusive Classroom and Departmental Environments for LGBTQIA+ Learners**

Session: 2 Nassau East

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

Intended Audience(s): High School & College
Keyword: Diversity
Examples in: German
Language(s) spoken: English and German

**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 as 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

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

#### DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

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<td><strong>131. Exhibitor Session: Let’s Get Real: Authentic Assessments with IPAs</strong>&lt;br&gt;Organizer/Presenter(s): Michael Griffin, Carnegie Learning&lt;br&gt;Intended Audience(s): Secondary (6-12)&lt;br&gt;Keyword: Instructional strategies&lt;br&gt;Examples in: Spanish and French&lt;br&gt;Language(s) spoken: English</td>
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<td><strong>132. Exhibitor Session: Project-based Learning (PBL) in Spanish Language Teaching</strong>&lt;br&gt;Organizer/Presenter(s): Claudia Barquet, Enforex/don Quijote, Madrid, Spain&lt;br&gt;Intended Audience(s): High School &amp; College&lt;br&gt;Keyword: Curriculum&lt;br&gt;Examples in: Spanish and English&lt;br&gt;Language(s) spoken: Spanish and English</td>
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<td><strong>133. Exhibitor Session: National Spanish Examinations and Assessments</strong>&lt;br&gt;Organizer/Presenter(s): Salvatore Muffoletto, National Spanish Examinations&lt;br&gt;Intended Audience(s): Secondary (6-12)&lt;br&gt;Keyword: Assessment&lt;br&gt;Examples in: Spanish&lt;br&gt;Language(s) spoken: English</td>
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<td><strong>134. Exhibitor Session: Exploring Language and Culture with Google Earth</strong>&lt;br&gt;Organizer/Presenter(s): Robert Moreno, WorldStrides&lt;br&gt;Intended Audience(s): Secondary (6-12)&lt;br&gt;Keyword: Technology&lt;br&gt;Examples in: Multiple&lt;br&gt;Language(s) spoken: English</td>
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<td><strong>135. NNELL Networking &quot;Un-Con&quot; Share Session</strong>&lt;br&gt;Organizer/Presenter(s): Marissa Coulehan, Dobbs Ferry School District, NY&lt;br&gt;Intended Audience(s): PreK-8&lt;br&gt;Keyword: Professional development&lt;br&gt;Examples in: English&lt;br&gt;Language(s) spoken: English</td>
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<tr>
<td><strong>136. Collegial Classics Colleagues Roundtable</strong>&lt;br&gt;Organizer/Presenter(s): Maureen Lamb, Kingswood Oxford School, W. Hartford, CT&lt;br&gt;Intended Audience(s): PreK-16+ (all)&lt;br&gt;Keyword: Communities/Workplace&lt;br&gt;Examples in: English and Latin&lt;br&gt;Language(s) spoken: English and Latin</td>
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Friday, February 14, **Session 2**, 11:30 a.m.–12:30 p.m.
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

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

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

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  

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!
FRIDAY

DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

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
Maria 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 will include interpersonal, interpretive and presentational activities 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, Quizzard, Thinglink and Canva.

Organizer/Presenter(s):
Brigid Le Minez,
Professional Children's School, NY, NY
Emmanuelle Lorient 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.
### FRIDAY
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<td><strong>Language(s) spoken:</strong> English</td>
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<table>
<thead>
<tr>
<th>Session: 3 Murray Hill East</th>
<th><strong>148. For Real? Making our Classrooms Truly Communicative</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Organizer/Presenter(s):</strong> Douglass Crouse, Sparta Township Middle School, Sparta, NJ</td>
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<tr>
<td><strong>Intended Audience(s):</strong> PreK-16+ (all)</td>
<td></td>
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<tr>
<td><strong>Keyword:</strong> Instructional strategies</td>
<td></td>
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<tr>
<td><strong>Examples in:</strong> French and Spanish</td>
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<tr>
<td><strong>Language(s) spoken:</strong> English</td>
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<thead>
<tr>
<th>Session: 3 Nassau West</th>
<th><strong>147. Meeting the Needs of Spanish Heritage Speakers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizer/Presenter(s):</strong> Carmen Crisóstomo-Lenz, Danbury Public Schools, Danbury, CT</td>
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<tr>
<td><strong>Intended Audience(s):</strong> Secondary (6-12)</td>
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<tr>
<td><strong>Keyword:</strong> Articulation</td>
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<td><strong>Examples in:</strong> Spanish and English</td>
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<tr>
<td><strong>Language(s) spoken:</strong> Spanish</td>
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<thead>
<tr>
<th>Session: 3 Murray Hill West</th>
<th><strong>149. What’s APPening?</strong></th>
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<tbody>
<tr>
<td><strong>Organizer/Presenter(s):</strong> Kim OuYang, Westfield High School, Westfield, NJ</td>
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<tr>
<td><strong>Intended Audience(s):</strong> Secondary (6-12)</td>
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<tr>
<td><strong>Keyword:</strong> Technology</td>
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<td><strong>Examples in:</strong> Multiple</td>
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<td><strong>Language(s) spoken:</strong> English</td>
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<tr>
<th>Session: 3 Gramercy West</th>
<th><strong>150. Using Digital Proficiency Portfolios to Track Growth</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Organizer/Presenter(s):</strong> Stephane Derone, Linguascope</td>
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<tr>
<td><strong>Intended Audience(s):</strong> Middle School</td>
<td></td>
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<tr>
<td><strong>Keyword:</strong> Materials</td>
<td></td>
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<tr>
<td><strong>Examples in:</strong> Multiple</td>
<td></td>
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<tr>
<td><strong>Language(s) spoken:</strong> English</td>
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<thead>
<tr>
<th>Session: 3 Murray Hill East</th>
<th><strong>151. Exhibitor Session: Differentiated Instruction in a Multi-leveled Classroom</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Organizer/Presenter(s):</strong> Lorianne Morache, AEQFLE, Québec</td>
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<tr>
<td><strong>Intended Audience(s):</strong> Post-secondary</td>
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<tr>
<td><strong>Keyword:</strong> Instructional strategies</td>
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<td><strong>Examples in:</strong> French</td>
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<tr>
<td><strong>Language(s) spoken:</strong> English and French</td>
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<thead>
<tr>
<th>Session: 3 Murray Hill East</th>
<th><strong>152. Exhibitor Session: Linguascope.com – Helping Schools Deliver their Language Curriculum</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizer/Presenter(s):</strong> Stephane Derone, Linguascope</td>
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<tr>
<td><strong>Intended Audience(s):</strong> Middle School</td>
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<td></td>
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<tr>
<td><strong>Examples in:</strong> Multiple</td>
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<tr>
<td><strong>Language(s) spoken:</strong> English</td>
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Friday, February 14, Session 3, 1:45–2:45 p.m.
<table>
<thead>
<tr>
<th>Session</th>
<th>Room</th>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 3</td>
<td>Clinton</td>
<td>Friday</td>
<td>Exhibitor Session: Teaching and Promoting French in the 21st Century</td>
<td>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 &amp; College Keyword: Culture/Literature Examples in: French Language(s) spoken: French</td>
</tr>
<tr>
<td>Session 3</td>
<td>New York Suite, 4th Fl.</td>
<td>Friday</td>
<td>Mixed-language Living-learning Communities: Empowering Student-driven Intercultural Learning</td>
<td>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 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</td>
</tr>
<tr>
<td>Session 3</td>
<td>Lincoln Suite, 4th Fl.</td>
<td>Friday</td>
<td>Games and Brain Breaks to Keep the Class Moving</td>
<td>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</td>
</tr>
</tbody>
</table>

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

#### DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS

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<thead>
<tr>
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<td><strong>160. Best of CT: Stations in the World Language Classroom</strong></td>
</tr>
<tr>
<td><strong>Session: 4</strong> Beekman</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Organizer/Presenter(s):</strong></td>
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<tr>
<td>Trudy Anderson, Nathan Hale School, New Haven, CT</td>
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<tr>
<td><strong>Intended Audience(s):</strong> PreK-12</td>
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<td><strong>Keyword:</strong> Instructional strategies</td>
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<tr>
<td><strong>Examples in:</strong> Spanish</td>
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<tr>
<td><strong>Language(s) spoken:</strong> English</td>
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</tbody>
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| **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 Twsp. 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 Schnitterg, 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 |

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Friday, February 14, **Session 4**, 3:00–4:00 p.m.
# Descriptions of All Workshops and Sessions

## FRIDAY

### 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

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### 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

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### 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

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### 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

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### 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

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### 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

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

Friday, February 14, Session 4, 3:00–4:00 p.m.
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<thead>
<tr>
<th>Session 5</th>
<th>180. Best of GWATFL: Visible Thinking Routines in Language Classrooms</th>
<th>182. Featured Session: Building the Bridge to Output: Scaffolding for All Learners</th>
<th>184. Increase Learner Engagement and Program Retention with Motivating Language Credentials</th>
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<tr>
<td><strong>Session:</strong> 5</td>
<td><strong>Beekman</strong></td>
<td><strong>Sutton Center</strong></td>
<td><strong>Regent</strong></td>
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<tr>
<td><strong>Language(s) spoken:</strong></td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td><strong>Keyword:</strong></td>
<td>Instructional strategies</td>
<td>Instructional strategies</td>
<td>Instructional strategies</td>
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<tr>
<td><strong>Examples in:</strong></td>
<td>Chinese</td>
<td>English</td>
<td>English</td>
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<tr>
<td><strong>Intended Audience:</strong></td>
<td>PreK-12</td>
<td>Secondary (6-12)</td>
<td>All Learners</td>
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<td><strong>Organizer/Presenter(s):</strong></td>
<td>Yuching Chung, The Whittle School and Studios, Washington DC</td>
<td>Jessica Haxhi, New Haven Public Schools, New Haven, CT</td>
<td>Linda Egnatz, Global Seal of Biliteracy, Frankfort, IL</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>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!</td>
<td>How do we ensure that all students are able to successfully “cross the bridge” from input to output with success? Utilize scaffolds targeted to all of the proficiency levels in your classes, or even in one classroom. Participants in this workshop will explore 4 key scaffolding strategies for both novice and intermediate learners: the use of visuals, sentence starters, differentiated questioning, and graphic organizers. This is a partner-session to Lea Graner Kennedy’s session “Building the Bridge to Output with Formative Assessments for All Learners.”</td>
<td>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 resume 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.</td>
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<tr>
<td><strong>Intended Audience:</strong></td>
<td>PreK-16+ (all)</td>
<td>PreK-16+ (all)</td>
<td>All Learners</td>
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<tr>
<td><strong>Keyword:</strong></td>
<td>Instructional strategies</td>
<td>Instructional strategies</td>
<td>Instructional strategies</td>
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<tr>
<td><strong>Examples in:</strong></td>
<td>Latin and English</td>
<td>Japanese and Spanish</td>
<td>English</td>
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<td>Latin and English</td>
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<td>English</td>
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**Friday, February 14, Session 5, 4:30–5:30 p.m.**
### FRIDAY

**DESCRIPTIONS OF ALL WORKSHOPS AND SESSIONS**

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<th>Room</th>
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<tbody>
<tr>
<td>5</td>
<td>4:30–5:30 p.m.</td>
<td>Murray Hill East</td>
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</tbody>
</table>

#### 186. Selecting Assessments for Heritage Language Programs

**Session:** 5  
**Location:** 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

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#### 187. Chill Input

**Session:** 5  
**Location:** 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  
**Location:** 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

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#### 189. World Language Full STEAM Ahead!

**Session:** 5  
**Location:** 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):**  
Merce Garcia,  
Dexter Southfield, Boston, MA  

**Intended Audience(s):** PreK-8  
**Keyword:** Instructional strategies  
**Examples in:** Spanish  
**Language(s) spoken:** English

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#### 190. Exhibitor Session: Your Road Map to CI Success

**Session:** 5  
**Location:** 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

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

**Session:** 5  
**Location:** 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

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Visit our hospitality desk on the second floor Promenade to purchase your state basket raffle tickets!  
All proceeds are returned to state associations.
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Organizer/Presenter(s)</th>
<th>Intended Audience(s)</th>
<th>Keyword</th>
<th>Examples in:</th>
<th>Language(s) spoken</th>
</tr>
</thead>
<tbody>
<tr>
<td>192.</td>
<td>Exhibitor Session: AATG Networking Session for German Teachers</td>
<td>Keith Cothrun, American Association of Teachers of German Erika Berroth, Southwestern University, Georgetown, TX</td>
<td>PreK-16+ (all)</td>
<td>Professional development</td>
<td>German</td>
<td>English</td>
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<tr>
<td>193.</td>
<td>Accessing Authentic Resources: 18 Strategies That Go Beyond Questioning</td>
<td>Deborah Espitia, Howard County Public Schools, retired, MD</td>
<td>Secondary (6-12)</td>
<td>Instructional strategies</td>
<td>Spanish and French</td>
<td>English</td>
</tr>
<tr>
<td>194.</td>
<td>Exhibitor Session: 3 Keys to Unlocking a Novel</td>
<td>Craig Sheehy, TPRS Books</td>
<td>High School</td>
<td>Professional development</td>
<td>Spanish, French, and German</td>
<td>English</td>
</tr>
</tbody>
</table>

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

### Professional Development Opportunities

- **One Size Doesn’t Fit All: Developing Curricula to Embrace Diversity**
  - **Session:** 5
  - **Location:** Lincoln Suite, 4th Fl.
  - **Description:** 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

- **Awards Photography, 5:30–6:30 p.m.**
  - **Description:** This is a closed session for 2020 NECTFL award winners.

- **Junior High School: Starting the Path to Biliteracy**
  - **Session:** 5
  - **Location:** New York Suite, 4th Fl.
  - **Description:** 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

- **Unlocking a Novel**
  - **Session:** 5
  - **Location:** Madison
  - **Description:** 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:** Professional development
  - **Examples in:** Spanish, French, and German
  - **Language(s) spoken:** English

- **Networking Session for German Teachers**
  - **Location:** New York Suite, 4th Fl.
  - **Description:** This is a closed session for 2020 NECTFL award winners.
  - **Keyword:** Professional development
  - **Examples in:** Spanish, French, and German
  - **Language(s) spoken:** English
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.

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**Enjoy your evening in New York City!**

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**Call for Proposals**

NECTFL 2021

*Finding Our Voice: World Languages for Social Justice*

Michael Bogdan, Chair
February 25–27, 2021
New York Hilton
Deadline: May 1, 2020

**Tweet us**

@NECTFL1  
#nectfl20

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

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**Have you considered joining the NECTFL Advisory Council?**

Benefits include:

- Reduced conference registration rates
- A role in NECTFL leadership
- The right to vote in NECTFL Board elections
- The right to nominate candidates for board seats
- The right to nominate candidates for NECTFL awards
- Ten free student award certificates
- An invitation to the NECTFL Advisory Council Luncheon

Details can be found online at [www.nectfl.org](http://www.nectfl.org).

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Friday, February 14, *Evening*, 5:30–7:30 p.m.
### Saturday, February 15, Early Morning and Session 6, 8:45–9:45 a.m.

<table>
<thead>
<tr>
<th><strong>200. NADSFL/NCSSFL Breakfast</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Session:</strong> 7:00–8:00 a.m.  <strong>Madison</strong></td>
</tr>
<tr>
<td>This is a closed meeting of NADSFL and NCSSFL. Please RSVP prior to the conference.</td>
</tr>
</tbody>
</table>
| **Organizer/Presenter(s):**  
  Frank Ruggiero, Ed.D., Edison Public Schools, Edison NJ |

<table>
<thead>
<tr>
<th><strong>201. Best of PA: Laying a Foundation for the AP Exam in Levels 1-3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session:</strong> 6  <strong>Beekman</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
| **Organizer/Presenter(s):**  
  Michelle Kindt, Hershey High School, Hershey, PA |

<table>
<thead>
<tr>
<th><strong>202. Best of DE: The Family BBQ: Developing Simultaneous Interpersonal Speaking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session:</strong> 6  <strong>Sutton North</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
| **Organizer/Presenter(s):**  
  Michael Husni, Middletown High School, Middletown, DE  
  Vincent Civarelli, Middletown High School, Middletown, DE |

<table>
<thead>
<tr>
<th><strong>203. Featured Session: Real Lesson Planning for the Dual Language Classroom</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Session:</strong> 6  <strong>Sutton Center</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
| **Organizer/Presenter(s):**  
  José Medina, Ed.D., Dr. José Medina Educational Solutions, Silver Spring, MD  
  Larry Leaven, Dalton School Hong Kong |

<table>
<thead>
<tr>
<th><strong>204. Planning for Proficiency with the Brain in Mind</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Session:</strong> 6  <strong>Sutton South</strong></td>
</tr>
<tr>
<td>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!</td>
</tr>
</tbody>
</table>
| **Organizer/Presenter(s):**  
  Greta Lundgaard, National Foreign Language Center, College Park, MD |

<table>
<thead>
<tr>
<th><strong>205. Simple Steps to Keep Your Students Speaking in Spanish</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session:</strong> 6  <strong>Regent</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
| **Organizer/Presenter(s):**  
  Marta Hernandez, Ed.D., Memorial Elementary School, Upton, MA |

<table>
<thead>
<tr>
<th><strong>Exhibit Hall Coffee Break</strong></th>
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<td><strong>8:00–8:30 a.m.</strong></td>
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### Saturday, February 15, Session 6, 9:45 a.m. to 10:30 a.m.

<table>
<thead>
<tr>
<th><strong>206. The BC Diet: Engaging Students in the Farsi Language Classroom</strong></th>
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<tbody>
<tr>
<td><strong>Session:</strong> 6  <strong>Park</strong></td>
</tr>
<tr>
<td>The session will focus on authentic lesson planning for the Farsi classroom. Participants will discuss the goals of the BC curriculum and the ways in which the curriculum is designed to engage students. The session will also provide examples of how to incorporate technology into the classroom to support learning.</td>
</tr>
</tbody>
</table>
| **Organizer/Presenter(s):**  
  Dr. Gholamreza Amoozegar, BC Language Academy, BC, Canada  
  Maryam Rezaeian, BC Language Academy, BC, Canada |

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**Language(s) spoken:** English

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**Keyword:** Instructional strategies

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

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**Examples in:** English

---

**Language(s) spoken:** English

---

**Instructional strategies:**

---

**Examples in:** English

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**Language(s) spoken:** English

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**Language(s) spoken:** English

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**Language(s) spoken:** English

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**Language(s) spoken:** French

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**Language(s) spoken:** English

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**Language(s) spoken:** English

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**Language(s) spoken:** English

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**Language(s) spoken:** English

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**Language(s) spoken:** English
## DESCRIBES OF ALL WORKSHOPS AND SESSIONS

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

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

### 208. Let’s Talk: Comparing Cultures in the Novice Classroom
**Session: 6**

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**

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:** Spanish, English

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

### 210. Reading Strategies to Improve Language and Cultural Proficiency
**Session: 6**

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):**
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**

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

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Saturday, February 15, Session 6, 8:45–9:45 a.m.
212. Exhibitor Session: Cultural Games for the Spanish Classroom

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!

Organizer/Presenter(s):
Jennifer Degenhardt, Alicia Quintero, Puentes LLC

Intended Audience(s): Secondary (6-12)
Keyword: Culture/Literature
Examples in: Spanish and English
Language(s) spoken: English and Spanish

214. Exhibitor Session: From Authentic Resources to Authentic Assessments

Organizer/Presenter(s):
Jay Ketner, Wayside Publishing

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

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

Organizer/Presenter(s):
Kathleen Stein-Smith, Ph.D., Southern Oregon University, Ashland, OR
Enrique Chacon, Ph.D., The Chicago High School for the Arts, Chicago, IL
Anne Connor, Ph.D., Summer Language Institute for Spanish/French Teachers, Lyons Township High School, LaGrange, IL
Michelle Richau, Frewsburg Central School, Frewsburg, NY
Kathryn Fahey, The Chicago High School for the Arts, Chicago, IL
Leoel Reyes Benitez, The Chicago High School for the Arts, Chicago, 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

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

### 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:** 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.**

### 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 North**

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. Outlining 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 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 interculturalism?

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

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

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**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

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### 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

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### 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

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### 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

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Saturday, February 15, #TECHLAB, 10:30–11:30 a.m.
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 Elahmadieh, 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.

Saturday, February 15, #TECHLAB, 10:30–11:30 a.m.
### Saturday, February 15, Session 8, 1:00–2:00 p.m.

#### 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 Seifls, 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

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

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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

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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

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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

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251. Research Roundtable

See next page.

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**Saturday, February 15, Session 8, 1:00–2:00 p.m.**
### 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, Antietem High School, retired, Reading, PA

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**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 concept, 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

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**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

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**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 Francophonic 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 Francophonic 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):  
Evelyn Bormier, Ph.D., Auburn University, Auburn, AL  
Intended Audience(s): Post-secondary  
Keyword: Instructional strategies  
Examples in: French  
Language(s) spoken: French

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):  
Jeanette 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 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. 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 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 8. 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. 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):
Eunjoo 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 courses, 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

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**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

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**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

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Please join us for refreshments in the East Corridor between Sessions 8 & 9.
### Descriptions of All Workshops and Sessions

#### Session 9

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<th>Best of NH: Using Comprehensible Input to Empower Students with Social and Emotional Challenges</th>
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<tr>
<td><strong>Organizer/Presenter(s):</strong> Becky Hopkinson, Pinkerton Academy, Derry, NH</td>
<td><strong>Session:</strong> Sutton Center</td>
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<tr>
<td><strong>Description:</strong> 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.</td>
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#### Session 261. | Engaging All Language Learners with Free Tech Tools |
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<td><strong>Intended Audience(s):</strong> PreK-16+ (all)</td>
<td><strong>Examples in:</strong> Multiple</td>
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<tr>
<td><strong>Organizer/Presenter(s):</strong> Becky Hopkinson, Pinkerton Academy, Derry, NH</td>
<td><strong>Session:</strong> Sutton Center</td>
</tr>
<tr>
<td><strong>Description:</strong> 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 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.</td>
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#### Session 262. | Featured Session: Teaching our Tongues: Celebrating Linguistic and Cultural Diversity in Schools |
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<tr>
<td><strong>Organizer/Presenter(s):</strong> Becky Hopkinson, Pinkerton Academy, Derry, NH</td>
<td><strong>Session:</strong> Sutton Center</td>
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<tr>
<td><strong>Description:</strong> 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.</td>
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#### Session 263. | Safe Space, Brave Space: Creating Empowering Learning Environments Through Theatre |
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<td><strong>Examples in:</strong> English and German</td>
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<tr>
<td><strong>Organizer/Presenter(s):</strong> Theresa Schenker, Ph.D., Yale University, New Haven, CT Angelika Kraemer, Ph.D., Cornell University, Ithaca, NY</td>
<td><strong>Session:</strong> Sutton Center</td>
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<tr>
<td><strong>Description:</strong> 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.</td>
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#### Session 264. | Using Authentic Resources to Teach Grammar in Context |
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<td><strong>Intended Audience(s):</strong> PreK-16+ (all)</td>
<td><strong>Examples in:</strong> Multiple</td>
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<tr>
<td><strong>Organizer/Presenter(s):</strong> Lori Langer de Ramirez, Ed.D., The Dalton School, New York, NY</td>
<td><strong>Session:</strong> Sutton Center</td>
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<tr>
<td><strong>Description:</strong> 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!</td>
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#### Session 265. | Pulsera Project: Lessons for Empowerment, Unity, and Social Justice |
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<td><strong>Examples in:</strong> Spanish</td>
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<tr>
<td><strong>Organizer/Presenter(s):</strong> Leslie Grahn, Howard County Public Schools, retired, MD</td>
<td><strong>Session:</strong> Sutton Center</td>
</tr>
<tr>
<td><strong>Description:</strong> 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!</td>
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Saturday, February 15, **Session 9**, 2:15–3:15 p.m.
### DESCRIBITIONS OF ALL WORKSHOPS AND SESSIONS

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

#### 266. Using Rhymes and Raps to Increase Student Language Proficiency

**Session:** 9  
**Location:** 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  
**Location:** 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  
**Location:** 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 for 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  
**Location:** 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  
**Location:** 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 Villadoniga,  
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  
**Location:** 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.

Saturday, February 15, **Session 9**, 2:15–3:15 p.m.
### Session 10

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<td>Strategies for Increasing Intercultural Competence in the Classroom and Abroad</td>
<td>Ame Cidvianes, Ph.D., Yale University, New Haven, CT</td>
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Saturday, February 15, **Session 10**, 3:30–4:30 p.m.
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| 10      | Nassau East | **Introsverts in the World Language Classroom**  
Teachers all have students in the classroom who are quieter than others. But just because they are quiet, it doesn't mean they aren't engaged in the lesson. How can teachers reach those quieter students? How do they assess them? What does it mean to be an introverted student—or even an introverted teacher—in a noisy world? Participants will leave with resources and strategies to use with their students in order to help them be engaged with the content and to show what they've learned.  
**Organizer/Presenter(s):**  
Jennifer Schwester, Brick Township Memorial High School, NJ  
**Intended Audience(s):** PreK-16+ (all)  
**Keyword:** Instructional strategies  
**Examples in:** French/Workplace  
**Language(s) spoken:** English |
| 10      | Murray Hill East | **Create a Dual Credit World Language Program at Your Institution**  
In this session we will share how we have created a dual credit program for students to receive university credit for quality world language study at the high school level. We will present our rationale, initial articulation process, curriculum approaches, student application procedures, and student feedback on the program. Attendees will come away with an outline on how to propose and implement a similar articulation at their local institutions.  
**Organizer/Presenter(s):**  
Mirta Barrea- Marlys, Ph.D., Monmouth University, W. Long Branch, NJ  
**Intended Audience(s):** High School & College  
**Keyword:** Articulation  
**Examples in:** French and Spanish  
**Language(s) spoken:** English |
| 10      | Murray Hill West | **Multiple Pathways within an IPA: Many Roads Lead to Proficiency**  
Presenters will share how IPA structure can provide multiple options for students to accomplish performance goals. By focusing on products, practices and perspectives through literary characters from TL, presenters’ model units will illustrate how students can create a biographical narrative of a peer in a variety of formats. Participants will be guided through the development of an IPA lesson series incorporating a series of rubrics to assess a variety of formative and summative assessments. Resources will include myths, legends and other well-known TL literature. By providing options for how students demonstrate their proficiency, language acquisition becomes more accessible. Participants will receive templates to create their own IPA lesson series.  
**Organizer/Presenter(s):**  
Saybel Nunez, 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 |
| 10      | Gramercy East | **Fostering Resiliency in the World Language Classroom**  
Adverse Childhood Experiences (ACEs) impact a student’s brain function. However, caring, connected relationships and a sense of belonging can foster resiliency. The presenter will share current research on how ACEs effect our students and strategies to promote trust, equity and engagement in the classroom. Starting at the door, participants will experience techniques for building relationships, such as personalized questions, rejoinders, celebrating successes and positive peer connections. The strategies are student-focused, compassionate and personalized so that they reach every child at every age while maintaining the target language in a way that is comprehensible and supports language acquisition. Resiliency develops better citizens who are prepared to deal with adversity.  
**Organizer/Presenter(s):**  
Leslie Kronemeyer, Mainland Regional High School, Linwood, NJ  
**Intended Audience(s):** PreK-16+ (all)  
**Keyword:** Instructional strategies  
**Examples in:** Spanish  
**Language(s) spoken:** English |
| 10      | Gramercy West | **Bringing Big Ideas and Meaningful Content into Beginner-level Courses**  
One challenge that students face when learning a new language is feeling limited in their expression. Simplistic vocabulary can constrain learning to concrete ideas, centered on one's own experience. By reframing units with essential questions and powerful key words, teachers can maintain target-language instruction while opening the door for deeper learning. Beginner-level classes can explore topics such as having vs. being, luxury vs. necessity, and house vs. home. Authentic images and texts sourced from websites and social media can spark conversations about identity and diversity, as well as global and social issues. This session provides a sampling of activities and resources in Spanish, adaptable for other languages.  
**Organizer/Presenter(s):**  
Chela Crinnion, Nightingale-Bamford School, New York, NY  
**Intended Audience(s):** Secondary (6-12)  
**Keyword:** Curriculum  
**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

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**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

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**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

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**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

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**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

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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)
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.

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**

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<tr>
<th>Dr. Iris Busch</th>
<th>Meiching Chang</th>
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<td>Newark, DE</td>
<td>Glastonbury, CT</td>
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<td>DECTFL</td>
<td>CT COLT</td>
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<tr>
<th>Karen Cox</th>
<th>Megan Flinchbaugh</th>
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<td>Salem High School</td>
<td>Manheim Central High School</td>
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<td>Manheim, PA</td>
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<td>NHAWLT</td>
<td>PSMLA</td>
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<th>Mary Holmes</th>
<th>Kristine Keefe</th>
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<td>NYSAFLT</td>
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<th>Serena Keeney-Horsch</th>
<th>Allison Litten</th>
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<td>Gaithersburg, MD</td>
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<td>MFLA</td>
<td>VFLA</td>
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<th>Amy Petersen</th>
<th>Matilde Relvas</th>
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<td>Midlothian High School</td>
<td>International Charter</td>
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<td>Midlothian, VA</td>
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<th>Marcela Velikovsky</th>
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<td>Charter School</td>
<td>Potomac, MD</td>
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<td>GWATFL</td>
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<td>MaFLA</td>
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Past NECTFL Teachers of the Year

Rebecca Blouwolff (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 (NYSAFLT)

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

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
1970  Frank Otto  Ohio State University
1971  Michael Agatstein  Wheatley School
1973  H. Ned Seelye  J. Lawrence Day
1974  Robert J. Elkins  Theodore B. Kallivoda
1975  Thomas P. Carter  Genelle Morain
1977  Christina Bratt Paulston  University of Georgia
1978  Howard R. Seleckman  J.S.P. Nation
1979  Diane W. Birckbichler  Alice C. Omaggio
1980  James M. Hendrickson  Lansing Community College
1981  Claire Kramsch  ERIC Clearinghouse on Languages & Linguistics
1982  Heidi Byrnes, Stefan Fink, Aurella Roman  Georgetown University
1983  Renate A. Schulz  University of Arizona
1984  Walter Blue, Donald Rice, Tamara Root
1985  Hamline University
1986  Charlotte Cole  Floy Miller
1987  Robert Terry  University of Richmond
1988  Marva Barnett  University of Connecticut
1989  Bonnie Adair-Hauck and Richard Donato
1990  Wynne Wong  University of Pittsburgh
1991  Terry A. Osborn  U. of Illinois at Chicago
1992  Kimmaree Murday  Indiana U. – Purdue U. Indianapolis
1993  Teresa Pica
1994  James Crawford  author and editor
1995  Madeline May Kunin  former Governor of Vermont, Deputy Secretary of Education
1996  David L. Boren  former Senator from Oklahoma; President, University of Oklahoma
1997  Robert Orrill  The College Board
1998  Ken O’Keefe  Sesame Street, Children’s Television Workshop
1999  L. Jay Oliva
2000  Richard Riley  former Governor of South Carolina, Sec. of Education, U.S. DOE
2001  The Southern Governors Conference
2002  Barbara Turlington
2003  Ann M. Copland
2004  Brenda L. Welnburn
2005  Congressional Representative from New Jersey

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.

1990  Sen. William S. Cohen  MA
1991  Scott McMay  Executive Director, Globalive R. Dodge Foundation
1992  Hon. Lois G. Pines, State Senator from MA
1993  James Herbert  National Endowment for the Humanities
1994  Howard R. Selekman  Dalhousie University
1995  Alice C. Omaggio  Ohio State University
1996  Victoria University
1997  U.S. Naval Academy
1998  University of Georgia
1999  University of North Carolina
2000  University of Illinois at Chicago
2001  SUNY Geneseo
2002  SUNY Old Westbury
2003  SUNY Binghamton
2004  Iowa State University
2005  University of Alberta
2006  University of Virginia
2007  U. of Michigan at Dearborn
2008  University of Pittsburgh
2009  SUNY Old Westbury
2010  Indiana University of PA
2011  Carnegie Mellon University
2012  DePaul University
2013  ACTFL
2014  W. Dept. of Public Instruction
2015  Emory University
2016  New York University
2017  Howard University
2018  Georgetown University
2019  Indiana University

2006  Taj Mahal and Carole Fredericks (posthumous) Music Legends and Cultural Ambassadors
2007  Hon. Paul S. Sarbanes
2008  The Ohio State University
2009  Laurent Cammarata, Ph.D.
2010  Jason Martel, Ph.D.
2011  Middlebury Institute of International Studies at Monterey
2012  Carolina Bustamante, Ph.D.
2013  Marva Barnett
2014  Robert Terry
2015  Richard Donato
2016  Anita Vogely
2017  Wynne Wong
2018  Bill VanPatten
2019  Teresa Pica
2020  James Crawford
2021  The Ohio State University
2022  The University of Illinois at Chicago
2023  University of Arizona
2024  University of Michigan at Dearborn
2025  Wheatley School
2026  Former Senator from Oklahoma
2027  Professor of Foreign Languages
2028  Professor of Modern Languages
2029  Professor of Romance Languages
2030  Professor of Foreign Languages
2031  Professor of Romance Languages
2032  Professor of Foreign Languages
2033  Professor of Foreign Languages
2034  Professor of Modern Languages
2035  Professor of Romance Languages
2036  Professor of Foreign Languages
2037  Professor of Modern Languages
2038  Professor of Romance Languages
2039  Professor of Foreign Languages
2040  Professor of Modern Languages
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.

**Individual Memberships**

Agnes Alberola, Brookline High School  
Ana Alonso, Northern Virginia Community College  
Sally Barnes, Croton on Hudson UFSD  
Mara-Lee Bierman, SUNY Rockland Community College  
Michael Bogdan, South Middleton School District  
Evelyn M. Bornier, Auburn University  
John Carlino, Buffalo State College  
Dawn Carney, Arlington High School  
Michael Cave, Catholic Memorial High School  
Gisela Cordero-Cinko, Christian Brothers Academy  
Keith Cothrun, AATG  
Robert R. Daniel, Saint Joseph's University  
Sawsan Darwish, Forest Oak Middle School  
Richard de Meij, Hartford Public High School  
Tina DeFalco, Miller Place School District  
José Díaz  
Timothy Eagan, Wellesley Public Schools  
Wen Enders, RenHill Group  
Deborah Espitia, Howard County Public Schools, retired  
Kathy Fegely, Antietam High School, retired  
Laura Franklin, Northern Virginia Community College  
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- 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*
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)

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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

Caribe Hilton Hotel
July 9 – 12, 2020

For more information, visit www.aatsp.org or e-mail aatspconferences@aatsp.org
ÉCHANGER POUR S’ENRICHIR

AATF >> NOUVELLE IMAGE

L’AATF est le plus important réseau de professeurs et d’enseignants de français aux États-Unis. Suivant sa mission de promouvoir l’enseignement et l’apprentissage du français et de la culture francophone, l’association s’actualise afin de mieux répondre à vos besoins en tant qu’enseignants.

Notre nouvelle image place l’enseignant au cœur même de l’Association et démontre tout le dynamisme avec lequel nous souhaitons appuyer nos membres. Par cette démarche, l’AATF fait la promesse de promouvoir l’enrichissement professionnel et personnel des enseignants et professeurs à travers l’échange et la collaboration entre nos membres.

Venez nous rejoindre à Trois-Rivières au Québec pour le 93e congrès de l’AATF du 15 au 18 juillet 2020.

Surveillez de près l’ensemble de nos activités en consultant le frenchteachers.org
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WORLD LANGUAGES FOR
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New York Hilton Midtown

February 25–27, 2021

Michael Bogdan, Chairperson