

CSCTFL 2015: A Preview of Workshops

Full Day (6-Hour) Workshops

ACTFL Workshop: Planning for Student Learning – Effective Curriculum, Unit, and Lesson Design

Laura Terrill, ACTFL

Learn guiding principles for designing standards-based curriculum, units, and lessons focused on developing learners' language performance. Consider how the National Standards, 21st Century Skills, and Common Core guide the development of a vertically aligned curriculum that builds students' communication skills and cultural understandings. Participants explore thematic unit design and daily lesson planning with strategies that maximize student learning in support of curricular goals, with indicators of performance expected at each level of instruction. If selected, I agree to present the session or workshop described above and to pay for the AV I have selected. Please check this box after you have double checked your e-mail addresses.

Organic World Language: Where Sitting is the Exception

Darcy Rogers, Organic World Language

Movement, play, and a cohesive community are key elements in creating a 90%+ environment where students are learning at their own level and being naturally pushed to the next level of acquisition. In this interactive and transformational session, participants will experience a sustainable and inspiring way to apply research to practice by individualizing learning and creating a student-generated curriculum.

Half Day (3-Hour) Workshops

Building Understanding of Cultural Perspectives on the Road to Global Competence

Jaclyn S Orozco-Domoe, Wauwatosa (WI) East High School

What is global competence? How do we develop global competence and how is cultural competence related to global competence? Jaclyn Orozco-Domoe, a K-12 Spanish educator and adjunct faculty in ESL and Literacy, will discuss these questions and the triad of culture: Products, practices and perspectives. She will provide practical strategies that empower students to think more deeply about the meanings, values, attitudes, and ideas that make up a culture and the individual variation within each culture.

Close Reading of Authentic, Complex Texts

Phyllis Farrar, Kansas Department of Education

World language instruction must provide a strong "Connection" to common core English Language Arts standards. Authentic, complex texts can be found in the target language to support topics in most content areas. What to do with those texts? This workshop will explore close reading, PACE grammar instruction, and working with one text at multiple proficiency levels (applicable to multi-level classes,) a other `shifts` in literacy instruction.

Counter-Balanced Instruction in the Language Immersion Classroom

Tara W Fortune, CARLA University of Minnesota; Diane J. Tedick, University of Minnesota

This interactive workshop will raise teacher awareness of the importance of bringing a systematic focus to language in immersion classrooms. Teachers will be introduced to an instructional framework that facilitates attending to language development in meaning-focused classrooms. Participants will work together to develop noticing, awareness and production (practice) activities for a unit of their choosing. They will then be prepared to carry out similar activities and plans in their respective classrooms.

Create language accessibility through culture-based stories

Nancy Ledesma, Minneapolis (MN) Public Schools; Barbara Cartford, Wayzata (MN) Public Schools

Two master teachers share their expertise and success in making language accessible through culture based stories worth remembering! Craft stories that peak the interest of your students based on culture that explores the diverse world of languages. Learn the steps to create what you need for a cultural based unit. Adapt your stories for all language levels. Discuss literacy strategies used throughout the reading process. Bring your laptop and a cultural based text or story and we`ll help you adapt it for your students.

Creating and Sustaining Proficiency-Based Programs

Anneris B Coria-Navia, Andrews University, Berrien Springs MI

This workshop will present principles for creating and developing proficiency-based programs based on best practices. The session will include but not be limited to understanding the ACTFL oral proficiency guidelines and how they fit into a proficiency-based program, individualized language learning plans, community engagement, student participation in course design, and cultures and languages across the curriculum.

Creating digital games to teach languages and cultures: Why and how?

Gaby Semaan, The University of Toledo; Kasumi Yamazaki, The University of Toledo

Workshop participants will learn how to create interactive games and customize it to the needs of their language/culture classrooms. Through hands-on and step-by-step instruction, participant will learn how to create recyclable simulation games using Ren`Py, a visual novel engine. In this workshop, teachers will be equipped with the basic needed technological literacy

to utilize this free interactive digital software to enhance their students` language and cultural learning experiences. Please bring your laptop to this workshop.

Die Lieder der Wise Guys im DaF-Unterricht

Mohamed Esa, McDaniel College

Wer kennt die Wise Guys nicht? Die bekannteste und beliebteste "Vokal-Pop"-Band im deutschsprachigen Raum begeistert mit ihren witzigen und intelligenten Texten zahlreiche Fans jeden Alters. Im Workshop geht es um den effektiven und kreativen Einsatz einiger ihrer neueren Lieder im DaF-Unterricht. Anhand von zwei kompletten Unterrichtsentwürfen zu zwei der Lieder erleben die TeilnehmerInnen abwechslungsreiche Aktivitäten zu Grammatik, Landeskunde und Wortschatzwiederholung. Die vorgestellten Ideen können direkt am Montag in den Deutschunterricht eingesetzt werden.

Differentiation in the World Language Classroom: Meeting the needs of a diverse learner population

Janet Eckerson, Lincoln Public Schools

Presenters will share strategies and approaches for differentiating instruction to meet the needs of Heritage Language Learners, students in split-level courses and other diverse classroom environments. Particular emphasis will be placed on meeting the instructional needs of Spanish Heritage Language Learners, but information will be applicable to teachers of all languages and all students.

Diverse theatre techniques to encourage linguistic risk-taking

Cliff I Schwartz, West Noble High School

"In this interactive and interdisciplinary workshop, we will explore several techniques (theatre games, improvisation, dramaturgy, and adaptation) that you could integrate into your daily lessons at beginning, intermediate, and advanced levels. I have developed these techniques in my own classroom and at Concordia Language Villages, an immersion and experimental learning program during the summer. We will use imagination and improvisation to create an ambiance where students can take linguistic risks. Come play on the stage!"

Essential Learning, Effective Assessment

Kelly J Ferguson, La Follette High School, Madison, WI

This workshop will focus on how we assess student progress. We will begin with some background/philosophy of grading and assessment. We will go through some tips and examples of skills-based and standards-based assessments, and develop some assessments to use in our classes. There will also be some discussion, examples, and practice with rubric development (or refinement), and ideas for grade book set-up. Please bring a unit plan you teach & copies of assessments/rubrics for that unit. A laptop or tablet is recommended.

Exploring Learner Language: Tools for Teachers

Elaine Tarone, CARLA, U of Minnesota

In this workshop, you'll interact with videos of real language learners to learn how focusing on `learner language` can get your students to do more with their second language than you might have thought possible. You'll consider three key dimensions of learner language development in the classroom: accuracy, complexity and fluency. You'll explore ways to nurture the development of all three, using activities that encourage students to use their language spontaneously to solve problems interactively.

Exploring with le Coureur du Bois

Judith M. Michaels, Retired - West DePere (WI) Public School; Julia Price, Central High School, Salem, WI

Explore, enhancing strategies to promote students' literacy, critical thinking, and communication skills, the Quebecois culture and influences of the Great Lakes fur traders-explorers. A discussion-question-answer format focuses on how le coureur du bois is the connection between le roman d'aventures and the romance novel in Louis Hémon's, Maria Chapdelaine. Ready-to-use materials with bonus materials for the Quebec Winter Carnival.

France's Powerful Historical Masterpieces - Roman Ruins; Versailles, The Apogée of the Arts

Judith M. Michaels, Retired - West DePere (WI) Public Schools; Eddie R. Lowry, Jr., Ripon (WI) College; Julia Price, Central High School, Salem, WI

Combined languages form a French-Classics discussion-question-answer presentation focusing on France's (Provence) Roman architecture and the mythology of Versailles. The sheer size of the classical architecture palace and its artistic decor glorified the king. Classical mythology provided innumerable characters, for painting and for sculpture, whose actions-attitudes were exploited for the legitimization of the divine rights of the kings. A wealth of information, oral-written, to enhance students' historical culture.

Going Pro

Stephanie Iwan Flamme, Logan View High School, NE

Be proactive in your classroom and get everyone to become proficient. You will learn the importance of using the target language in your classroom and strategies to help you and your students attain this goal. You will also learn games and activities to help reinforce vocabulary, activities to keep the students speaking in the target language, and strategies to take your teaching game to the next level to become the professional you really want to be. Be prepared to go pro!

Learn Languages. Explore Cultures. In the Transformative Outdoors

Edwin Dehler-Setter, Concordia Language Villages; Francois Fouquerel, Concordia Language Villages; Kathryn Droske, Concordia Language Villages

This workshop focuses on teaching tools for learning language in the great outdoors (biology, environmental education, social studies, STEM, global citizenship) and bringing the outdoors into language classrooms. Discover outdoor language learning games, outdoor-themed cultural exploration, nature-inspired communication—all three modes, extended projects, science content, etc. Presenters draw on decades of language and culture learning in an outdoor program.

Maximizing Communicative Interactions in Chinese Class

Shannon Jin, Groton School; Chloe Lu, Edina (MN) High School

Use task-based practice to help students build up their confidence in language learning. This workshop will provide strategies and tips to the participants to think and apply the task-based strategies into their lesson design. The presenters will lead you step by step to create and practice the real life scenarios. The ideas and materials can be used in your very next day class. Handouts will be provided.

Music in The French Classroom

Christy L Miller, Perry High School

Come to my session and gain access to my online French Music Database! Learn how to incorporate modern French music into your daily lessons to teach vocabulary, popular expression, culture and much, much more! Music is an awesome authentic text source and a way to make reading fun!

Presenting lectoescritura as a cultural source in a world of 90/ 10 and Common Core

Douglas Bowman, Jeffco (CO) Schools, retired

Acquisition comes through contextual practice. Modeling through multiple intelligences provides a 90/ 10 environment that encourages acquisition. Allow Hispanic artists to provide authentic material to help learners navigate the 5 C's and Common Core, while providing plenty of practice for presentational modes. A hands-on workshop that is student tested from day 1, level I through the vagaries and possibilities of the subjunctive, as well as magic realism.

Standards Based Grading in the WL classroom: Strategies for Assessing Student Performance *Kim Lackey, Eureka High School ; Julie Weitzel, Eureka High School; Jenni Highfill, Eureka High School, MO*

Do you need to score performance assessments in a way that gives high quality feedback to students and also can be used to put a numerical percentage/grade in your gradebook? Examine examples of teacher-created standards-based scoring guides for thematic, culture-based units.

We will share assessments for Interpretive, Interpersonal, and Presentational Communication, as well as vocabulary, grammar, and pronunciation. We will also discuss strategies for dealing with potential pitfalls of standards-based grading, such as managing retakes/redos, dealing with late work, homework, low quality work, and lack of participation.

Strategies and Resources for a Building a Successful AP Chinese Program

Lisa Podbilski, Louisville Collegiate School

This interactive workshop will focus on best practices and strategies for building and sustaining a Chinese program from Level 1 to AP, presented by the AP Chinese Language and Culture Development Committee high school co-chair. Participants will identify and implement appropriate pre-AP and AP activities and strategies that will acquaint students to the goals and expectations of the AP Chinese and Language course and exam. Participants will receive resources and materials for immediate classroom use.

Target Language Tool: Student Notebooks

Phyllis Farrar, Kansas Department of Education

Our national standards set the goal that at least 90% of instruction be given in the target language. This can be done by carefully crafting comprehensible input and student scaffolding from Day 1. A teacher with over 30 years of experience will share one of her most successful tools for target language teaching, the student notebook. Students construct culturally appropriate products.

Tech Tools to Maximize Teaching and Learning

David A Marlow, Parkersburg (WV) High School

This hands-on workshop will help participants maximize their teaching capabilities by combining new, simple and mostly “free” technologies from the Internet with traditional course materials to improve learning both during and outside class time. This interactive session will demonstrate how a theme-based unit can be enhanced by integrating programs and applications such as Edmodo, WordPress, VoiceThread, Screencasting, Ghost Reader, Vodcasting, Calibre, Storify, Skype, YouTube and Webinar software. Participants will need an internet-ready laptop.

The Culture Driven Classroom: A How to Guide

Tracy Dinesen, Simpson College; Sharon Wilkinson, Simpson College; Patricia Calkins, Simpson College. IA

We all have activities designed to inform our students about target cultures (culture notes, celebrations, culture projects). By doing we create a simple view of culture, but culture is multi-dimensional and can be the basis for everything that we do in the language classroom. We will use products, practices and perspectives to help you build your program around culture in order to inform and transform your language instruction into a truly intercultural experience.

The EU is awarded the Nobel Peace Prize 2012

John S Stark, Northern Illinois University; Helene Zimmer-Lowe, AATG

This workshop will use the 2012 speech delivered on the occasion of the awarding of the Nobel Peace Prize to the European Union as a starting point. Participants will be actively engaged in hands-on activities that are models of lessons that can be incorporated in the participants instruction at their home institutions. Topics will include the Euro, Geography, travel, languages, educational opportunities and the diversity of the individual countries. The workshop is intended for teachers of French, German, Italian and Spanish

The German Village: maximizing the performance assessment

Kandel C Baxter, Valparaiso (IN) Community Schools

See how one middle school German teacher brings a German village to fruition on the floor of her classroom while simultaneously engaging each of her first year students in all five ACTFL Cs. Learn how four research days, two design days, and four construction days can transform a standard classroom transforms into a fortnight's worth of interactive instruction. Topics include giving and receiving directions, giving descriptions, German cultural habits, and the use of imperatives and prepositional phrases.

Years and Counting: Best Practices of a Language Teacher Who Loves What She Is Doing

Barbara A Peterson, Breaking the Barrier, Inc.

A little philosophy, a few stories, and many examples of the presenter's best practices developed over 30 years of teaching. The workshop will explore a wide variety of topics, including expectations, motivation, climate, differentiation, practice, review, evaluation, grading, conversation, culture, testing, and best handouts. Opportunities will be provided to experience some of the student activities.

Transforming Lives: Preparing Global Citizens

Denise E Phillippe, Concordia Language Villages; Jon Olsen, Concordia Language Villages, University of Massachusetts; Daniel Hamilton, Concordia Language Villages, Johns Hopkins University SAIS; Dafna Zur, Concordia Language Villages, Stanford University

While encouraging our students to appreciate the culture(s) of our target language, we also strive to create students who are open to any culture, not just their own and the target language's. Today's students need global citizenship skills. Experience global awareness activities—games to simulations, children's stories to geography, presented by expert leaders in a program whose mission is to prepare global citizens. Leave with ideas and resources for the short and long term.

Usage-Based Instruction: An Innovative Approach to Teaching Oral Communication

Serafima Gettys, Lewis University; Iwona Lech, Lewis University, Romeoville

UBI (Usage-Based Instruction) is an innovative approach for teaching oral communication developed on the basis of Cognitive Usage-Based theories of language acquisition. Students taught by the UBI demonstrate higher level of proficiency, fluency and accuracy than those taught by more conventional approaches. In the course of the workshop, after a brief overview of the theory, participants will learn about the main features of the UBI course and try their hand in creating the UBI activities.

Using games to enhance language learning: what kind, why, and how?

Anne Violin-Wigent, Michigan State University

This workshop will encourage teachers to use games in the classroom as means to develop proficiency and incorporate a variety of skills and modes of communication into activities that are engaging for students. After a brief description and explanation of what games have no value for the classroom, several pedagogically sound games will be presented and analyzed to determine how these games meet the Standards and include all three modes of communication.

Using Google Drive, Doctopus and Flubaroo for storage, organization, and assessment

Cynthia Basham, Mt. Vernon High School

In this presentation you will learn how to use Google Drive to organize, share, distribute and assess student work. By using scripts like Doctopus and Flubaroo, you can easily distribute and assess student work through Google Drive. You can save paper and time at the copier and avoid taking home numerous papers as you can access Google Drive and your students' files from any location with internet. You can quickly and easily check for content mastery and provide timely and efficient feedback.

Using songs and video to create comprehensible activities

Amy J Buttner, North Shore Middle School; Elena López, Lake Country School

Create comprehensible input activities using authentic videos and songs. See how to use songs to build vocabulary and for integrated interpretive, interpersonal and presentational activities. Other examples use commercials, animated shorts or movie trailers to create a context for language use, increase the time in the target language, and as a resource for student output practice. Bring a laptop and an idea to develop.

Who's Who in the Target Culture? Using Biography at Every Level

Janice H Kittok, Educator in Service, MN

Who were the movers and shakers who shaped today's culture? Biographies, the stories of people's lives, help us understand cultures and make connections with other disciplines. The story format is proven to be a powerful tool for learning in a context that makes for easier recall of both the language components and the information. Join the presenter for demonstration mini lessons and dozens of ideas for using biography at any level, beginner to advanced.