

# Preview of CSCTFL/OFLA 2016 Workshops

## 6-hour (full-day) Workshops

### Thinking About Syncing? Technology Tools for World Language

*Catherine Ousselin, Mount Vernon High School, Mount Vernon, WA*

Working from the perspective of supporting ACTFL, AP and the Common Core State Standards, participants will engage in an exploration of Web and mobile tools pertinent to listening, speaking, and writing tasks using the SAMR and TPACK models. The presenter will engage participants in not only an interactive conversation discussing appropriate, effective, and easy-to-use tools for both learners and educators, but will also provide focused training on the design and assessment of authentic speaking and listening tasks. Emphasis will be placed on learner skills and growth. Participants will gain concrete skills and comprehension of the tools that they will be able to use directly in their classes and collaboratively with their colleagues. The group will produce a shared document on resources, rubrics, and thematic uses of the tools. Participants are encouraged to bring a laptop computer and (if possible) an iOS device.

### Exhibitor Workshop: Where Sitting is the Exception: Transforming Classrooms to Empower Students

*Darcy Rogers, Organic World Language, Medford, OR*

Want to use more target language in class? Have higher student engagement? See students produce consistent levels of proficiency? Incorporate more techniques that are student-centered? Come join this session that fosters passion for language learning, empowers students and celebrates the successes and growth of each student. Through transformative strategies, teachers and students work together to create a 90%+ environment that generates excitement and is focused on achieving proficiency! Learn questioning strategies that differentiate learning and lead to more fulfillment and intrinsic motivation. Be prepared to experience interactive techniques, learn how to maintain rigor, and have fun!

## 3-hour (half-day) Workshops

### A Peace Pole Project: A Collaboration of Art and World Language

*Holly Mesmer, Hudson City Schools, Hudson, OH; Terry Williams Stump, Hudson City Schools, Hudson, OH; Richard Kiovsky, Hudson City Schools, Hudson, OH*

Participants will create a Peace Pole to take back to their classroom as a constant reminder to visualize and promote a just and peaceful world. Attendants will continue the session with reflection, questioning, and dialogue of a unit of study about Peace Education and how to incorporate it into current curricula. Through the study of Peace Education, students become globally competent citizens, and experience that language and culture are inextricably linked. As students participate in the Peace Pole Project in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

### ALIGNMENT and ARTICULATION: Scaffolding the Three Modes of Communication Across Levels

*Parthena Draggett, Jackson Local Schools, Massillon, OH*

This workshop focuses on “reaching for the stars” in language communication, examining strategies for interpersonal, presentational, and interpretive skills, implemented from the onset of language study and scaffolded

to build naturally and seamlessly from level to level. This requires a well-articulated team effort, with a commitment to using authentic resources to support learning. We will explore vertically-aligned best practices to prepare students and set them on a path of successful communication.

### Apps in Action: iPad Magic in the Language Class

*Nicola Work, University of Dayton, Dayton, OH*

This interactive workshop will demonstrate a variety of free-of-charge pad apps to develop language proficiency in and outside of class. The presenter will provide teaching ideas for various skills and modes of communication suitable for different levels and languages. Detailed how-to instructions for the apps will be supplied.

### Authentic Television Series in the Intermediate/Pre-Advanced Spanish Class

*Karen Goering, Glenbrook South High School, Glenview, IL; Lindsey Camacho, Glenbrook South High School, Glenview, IL*

Presenters will focus on authentic Spanish television series that have been successfully used in Intermediate / Pre-Advanced Spanish classes to promote student engagement. Each series has cultural and linguistic value, such as teaching culturally specific colloquial expressions, history and cultural celebrations. The reasons for choosing one over another will be highlighted and include student interest and cultural focus of the course.

### Best of Wisconsin: The Winding Road to Proficiency

*Jeff Haubenreich, Menomonee Falls High School, Menomonee Falls, WI; Bernadette van Willigen, Menomonee Falls High School, Menomonee Falls, WI; Laurie Wanta, Menomonee Falls High School, Menomonee Falls, WI; Kimberly Hasenauer, Menomonee Falls High School, Menomonee Falls, WI*

Our students are all on a long, bumpy, and winding road that leads to proficiency in the target language. As those charged with guiding them in their journey, educators must decide among philosophies, methods, techniques and tricks that abound in our profession, causing many of us to stall out at times. How do we choose the right route, pack the right stuff, and navigate around the inevitable detours? In this workshop, department members will share how they have worked together to chart a clear course that is meaningful to us, our students, parents and the administration. Learn ways to use ACTFL resources, design performance assessments, and measure student success. Using interactive stations the presenters will share specific aspects of their approach and hear ideas from talented and road-tested colleagues.

### Beyond the Shoulder Partner: Maximize Student Speaking with Cooperative Groups

*Mercedes Koch, Deerfield High School, Deerfield, IL; Ryan Rockaitis, Deerfield High School, Deerfield, IL*

Why do students take a language class? Because they want to SPEAK it! Since many of our students will only speak in the target language with their peers and teachers, we present ideas that maximize effectiveness of class time and increase student speaking in the target language at all levels. Would you like to enliven group work in your classroom and make it truly cooperative? Cooperative grouping allows students to take ownership of their learning, build positive relationships with their peers, and hold each other to higher expectations. During this workshop, we share suggestions to get every student speaking on meaningful topics for extended amounts of time with their peers in a deeper way than simply working with their shoulder partner. You will have time to collaborate with colleagues, personalize the activities presented, and share the final products with your fellow attendees. Use our templates or create your own to build or expand your repertoire of speaking activities that you can start to use on Monday.

### Bring *El Día de los Muertos* to Life for Your Students

*Kerisa Baedke, Prairieview School, Waukegan, IA; Christine McCormick, Prairieview School, Waukegan, IA; Loni O'Grady, Prairieview School, Waukegan, IA*

Come to this workshop to experience *el Día de los Muertos* a la Prairie view. Through music, images, children's books, videos, decorations, dances, and crafts, students not only learn about the holiday, they experience it first-

hand. In three hours you will experience it all and you will leave with the tools to plan your own Día de los Muertos celebration. This will be a student favorite of the year!

Can I Please Just Teach?!

*Kathy Shelton, Ohio Department of Education, Columbus, OH*

Remember the good old days when you could close your classroom door and just teach? That's what this audience-participation workshop is all about! No data, no acronyms. Just pure teaching. You'll get ideas for fun speaking, writing, reading and listening activities; cool websites to launch communication and culture; quick and easy bell-ringers; even games for circumlocution, vocab and grammar practice. Participants will be provided with paper and digital copies of all materials. Let's close the door and just TEACH!

Construction and Usage-Based Instruction: An Innovative Approach to Teaching Students to Orally Communicate in Foreign Language.

*Serafima Gettys, Lewis University, Romeoville, IL; Iwona Lech, Northern Illinois University, DeKalb, IL; Rocio Rodrigus, Lewis University, Romeoville, IL*

This workshop is intended for teachers whose main concern is their students' insufficient ability to orally communicate in the foreign language. The UBI approach was inspired by and developed on the basis of Usage-Based theory of language and language acquisition. Central to the instructional sequence are such notions as frequency, repetition, entrenchment, chunking, and the emergent nature of the language. Students are taken through a number of steps: focused input, forced-choice output, scaffolded output, output, and recycling. Each of the elements of this highly structured instructional system has its own goal, gradually bringing students to ability to automatically use the language in oral communication with minimum effort on their part. This approach has been shown to be particularly effective in instruction at the elementary level. Workshop participants will have an opportunity to see how the UBI works and will try their hand in developing UBI activities.

Cultural Diversity in the French Speaking World

*Suzanne Genillier, Shaker Heights High, Shaker Heights, OH*

After traveling to eight French-speaking countries on four different continents during her sabbatical last year, the presenter will share with you the wealth of cultural diversity she encountered in each country.

Differentiated Instruction in the WL Classroom

*Bryan Drost, Ohio Foreign Language Association, Columbus, OH*

Differentiated instruction is an approach to teaching in which a classroom teacher adapts instruction (in terms of content, process, and product) with each student's readiness, learning style, and interests. Differentiated instruction is not a single strategy but an approach to teaching where required tasks, instructional approaches, and materials are adjusted according to the needs of individual students. This workshop will provide examples of how to differentiate instruction within the proficiency/performance-based classroom and teachers will be encouraged to share ways that they have differentiated instruction in their classrooms.

Exhibitor Session: Best Practices to Incorporate into Your Beginning Classroom

*Barbara Peterson, Breaking the Barrier, Groton, MA*

This 30-year veteran teacher will share a little philosophy, a few stories, and many examples of her most successful approaches to learning and teaching. The workshop will explore a wide variety of topics, including conversation and other communicative activities, practice, review, evaluation, grading, culture, differentiation, projects, and best handouts.

Exhibitor Workshop: Sheep No More: Training savvy, self-directed, joyful, lifelong language learners

*Justin Bailey, Indwelling Language, Ann Arbor, MI*

What if all our students knew what they needed in order to advance, knew how to get it, got it, owned it, and enjoyed the process? What if they even knew how to pass on to fellow learners both the content and the strategies involved? This interactive, hands-on workshop will train participants to use an integrated, adaptable system of 30+ techniques and practices for focused, energizing language-learning-and-teaching that will enhance any existing curriculum by helping students recognize how to advance in proficiency and get from teachers and other sources both the input and the opportunities they need to function meaningfully in the target language.

Flip Don't Flop! Developing Effective Flipped Lessons

*Deborah Page, University of Cincinnati Blue Ash, Cincinnati, OH; Teresa Roig-Torres, University of Cincinnati Blue Ash, Cincinnati, OH; Angie Woods, University of Cincinnati Blue Ash, Cincinnati, OH; Brian Hunter, University of Cincinnati Blue Ash, Cincinnati, OH*

Ever wanted to try a flipped lesson in the classroom, but not been sure how to get started? In this workshop, participants will develop a flipped lesson that can be implemented in Monday's class. The workshop will start with a review of the background of flipped classes, then discuss best practices, advantages, and challenges of the methodology, and finally consider steps to start implementation. Participants will have electronic access to the handouts, information on free technology resources, and all of the lessons developed during the workshop.

Focus on Interculturality: Embedding Culture through Story to Build Proficiency

*Linda Egnatz, Lincoln-Way North High School, Frankfort, IL*

Move beyond the cultural products of food and fiestas to the cultural perspectives rooted in the history of the target language. Encourage the growth of both student language proficiency and interculturality by developing lessons that compare and contrast our cultural differences due to history or environment. This workshop will help you use authentic resources to tell a historical tale while building your students' descriptive narrative in both past and present.

How Do I Teach My Kids to Read?

*Lori Winne, University of Toledo, Toledo, OH*

Participants in this session will learn pre-reading, comprehension, vocabulary, and extension strategies to assist students in learning to read. There's more to do than take out the dictionary and translate. In fact, students will be pleased at their ability to discuss, debate and write creative pieces related to the book. Based on strategies that work when teaching kids to read in English, these activities work in the second language also!

Keeping Kids Engaged and Coming Back for More

*Michelle Kindt, Hershey High School, Hershey, PA*

Having retention or enrollment problems? Consider new ways to engage students with music, movement, reading, history, current events, storytelling and homework choices. A National Board Certified Teacher shares best practices that have improved her enrollment and kept students learning language longer.

Making Connections: Creating Structured Input Activities to Connect Form and Meaning in the L2 Classroom

*Wynne Wong, The Ohio State University, Columbus, OH; Laurene Glimois, The Ohio State University, Columbus, OH; Xinyi Tan, The Ohio State University, Columbus OH; Lorena Sainz-Maza Lecanda, The Ohio State University, Columbus, OH*

Researchers and instructors agree that L2 learners must receive ample amounts of comprehensible input in order for L2 acquisition to take place. Structured input, a type of pedagogical intervention that gives learners practice in

processing input correctly (based on VanPatten's model of input processing), has been shown (in more than 20 years of research) to be effective in helping learners make correct form-meaning connections for L2 acquisition. In this workshop, participants will learn about the theory behind structured input activities, see sample activities for various grammatical structures in Chinese, French, German, Italian, & Spanish, and have the opportunity to create structured input activities for their own classes under the guidance of the presenters.

### Ohio's Statewide Learning Outcomes Developed: Let's Talk About Implementation!

*Debbie Robinson, Independent Consultant, Pickerington, OH; Jan Macian, Columbus State Community College, Columbus, OH; Hideo Tsuchida, Ohio Board of Regents, Columbus, OH; Kirsten Halling, Wright State University, Dayton, OH*

The Ohio Board of Regents has coordinated the Foreign Language Initiative by engaging faculty throughout its five-step course equivalency process to arrive at statewide learning outcomes for the first four courses in the language sequence. Through discussion, document analysis, and hands-on activities, participants will gain insights into the statewide criteria and the submission and review processes to gain a course equivalency guarantee for students.

### Prose Combat: Contemporary French Songs as Authentic Texts

*Kirsten Halling, Wright State University, Dayton, OH; Pascale Abadie, Wright State University, Dayton, OH*

In this workshop, the presenters will share a variety of strategies for using popular French music to develop cultural and linguistic competency. Emphasis will be placed on song lyrics as conveyers of linguistic trends and sociocultural tendencies. Presenters will share abundant samples of interpretive reading activities at all levels that focus on cultural comparison, analysis, and written and oral communication.

### Screencast Video Tutorials: Make Your Own!

*Kimberly Ditty, Columbus School for Girls, Columbus, OH; Freda Graan, Columbus Academy, Columbus, OH*

Screencast videos are a great way for students to preview material, review concepts, and master key instructional information. This workshop will show teachers how to create screencast videos using a variety of programs in order to create a sense of classroom community, tailor vocabulary and grammar for specific lessons, flip the classroom, and support individual students.

### Social Media: The Personal Learning Network You Always Wanted

*Sara-Elizabeth Cottrell, Musicuentos, Louisville, KY; Amy Lenord, Shepton High School, Plano, TX; Laura Sexton, Gaston Early College High School, Dallas, NC*

Teachers know that professional development is effective primarily when they choose the when, where, and what. Now social media empowers world language teachers to collaborate around the globe anytime. This session will introduce how to use Twitter and in particular the hashtag #langchat. Participants will take part in a live #langchat discussion. In the post-chat hour, teachers can get questions answered and explore other social media resources for networking. Bring a wifi-enabled laptop.

### Stamping Students' Passports to Proficiency Using AP Themes

*Michael Camp, Rich Central High School, Olympia, IL; Joanna Kotecki, Lakes Community High School (emerita), Lake Villa, IL*

Worried about how your World Language curriculum supports student growth? The AP themes can hold the key to moving students along the proficiency continuum. In this workshop, attendees will discover how to use a single theme to inspire units, craft essential questions, spiral vocabulary and create authentic performance tasks that will not only engage students, but help make language programs come alive. Leave with a preliminary set of thematic unit plans, essential questions and assessment ideas across language levels, modeled on backwards design principles.

## Student Engagement in a First-Year Online Language Class

*Enrica Ardemagni, Indiana University Purdue University Indianapolis, Indianapolis, IN; Didier Bertrand, Indiana University Purdue University Indianapolis, Indianapolis, IN; Amy Bomke-Keating, Indiana University Purdue University Indianapolis, Indianapolis, IN; Renee Gregory, Indiana University Purdue University Indianapolis, Indianapolis, IN*

This Workshop will focus on deep structure activity development with the purpose of facilitating engagement in an online language class. Many instructors have found this difficult for a first-year class, but the presenters, professors of German and Spanish, have been working together to assure how students with no or minimal language learning experience can be successful by using their peers for an enhanced learning experience. The presenters will show how engagement can work through strategic planning of how students will communicate. In traditional classes students are assessed on class participation, something that is harder to develop and assess in an online class. Evaluative values in rubrics not only allow instructors to measure engagement and performance; they also serve as a road map for students on how to become more proficient. Participants will work through a series of demonstrations and hands-on activities using different software and platforms to show how to maximize student participation.

## Talking about Things that Matter: Preparing for Success in the Interpersonal Mode

*Lisa Hendrickson, Independent Consultant, Monroe, WI; Karen Luond Fowdy, Independent Consultant, Monroe, WI*

We want our students to leave our programs with the confidence to interact with native speakers and the curiosity to explore other cultures. How can we prepare our students for the challenge and satisfaction of having a spontaneous conversation about a meaningful topic? Presenters demonstrate steps for designing instruction that moves from teacher-supported practice to independent student language use in the interpersonal mode within a thematic unit.

## Teaching Foreign Languages Through Song

*Hong Zhang, Binghamton University, SUNY, Binghamton, NY*

This workshop will introduce the groundbreaking approach of teaching foreign languages through song. Participants—teachers of all different foreign languages--will go through a step-by-step learning progression to obtain the basics of vocal techniques, including posture, breathing, voice projection, and singing expression. In addition, they will be trained to teach singing and conduct a chorus. Participants' roles will shift from choral singers, to soloists, to chorus conductors, and finally, returning to language teachers furnished with new approach and strategy. They will walk away with the confidence and skills to improve their students' pronunciation, diction, voice projection and language expression through singing.

## Teaching Today's Learner Using Free Technology Resources

*Gay Rawson, Concordia College, Moorhead, MN*

This workshop will give a brief overview of characteristics of today's learners. It will also, in an interactive manner, review best practices for teaching languages that include the ACTFL world readiness standards, 21st century skills, and technology skills for the 21st century. Grounded firmly in language acquisition pedagogy, the presenter will then showcase technology projects that teachers have developed across a variety of languages (notably Arabic, Chinese, Japanese, English, French, German, Spanish, Norwegian) and levels (pre-K – 18). All of the projects can be adapted to any language and level, and possible modifications will be discussed. The session will end with participants sharing how they plan to use the information as well as the opportunity to have questions answered about the actual technology implementation.

## Tech Fusion

*Rose Egan, Cathedral High School, Indianapolis, IN; Angelia Ridgeway, University of Indianapolis, Indianapolis, IN; Sarah Schrippa, Guerin Catholic High School, Indianapolis, IN*

BYOT (bring our own technology) to this creative, state-of-art, power-packed and interactive workshop. Tech Fusion will introduce the newest technologies and applications for teaching second languages using laptops, iPads and other tablets. During the session participants will vote for the technologies they most want to learn and then have the opportunity to “put their hands on” these new ideas (sign up for accounts, practice using, etc.) so they are ready to fuse technology and their Monday classes!

## The Best Laid Plans

*Sara-Elizabeth Cottrell, Musicuentos, Lexington, KY; Thomas Sauer, LearningShifts.com, Lexington, KY; Amy Lenord, Shepton High School, Plano, TX*

Never have enough time for planning? Wondering if you are planning the right activities for students? Participants in this workshop will explore several lesson plan formats designed to provide options for effective lesson planning and bringing sanity to busy teachers. Session will take a research-based approach to issues such as establishing meaningful learning targets; beginning and ending class; timing, sequencing, and transitioning activities; maintaining a proficiency focus; and planning for daily performance assessments.

## The German Village: Maximizing the Performance Assessment

*Kandel Baxter, Valparaiso Schools, Valparaiso, IN*

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 of ACTFL Cs. Learn how four research days, two design days, and four construction days can transform a standard classroom 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

## The Performed Culture Approach: Facilitating Students Toward a New Worldview

*Karen Curtin, The Ohio State University, Columbus, OH; Mari Noda, The Ohio State University, Columbus, OH; Hiromi Tobaru, The Ohio State University, Columbus, OH; Shinsuke Tsuchiya, The Ohio State University, Columbus, OH*

Have you noticed that even students with superior grammar and vocabulary still struggle with sounding natural in the L2? That unnatural way of interacting in the L2 is often the result of treating language as a code while keeping American communicative styles. The Performed Culture Approach (PCA) forefronts culture itself as the communicative tool and empowers teachers, students, and the curriculum to foster culturally appropriate communication. This workshop will discuss the theoretical base of PCA, how to use PCA with various language textbooks, a proficiency-oriented assessment and grading system, and hands-on demonstrations of the immersion-like classes PCA fosters.

## The Role of Grammar in the Can-Do Classroom

*Bill Heller, SUNY Geneseo College, Geneseo, NY*

Recent research suggests that there is a role for direct instruction in grammar patterns in order to build a foundation for ongoing proficiency development. Informed by the work of John De Mado, James Lee and Bill VanPatten and the new NCSSFL/ACTFL Can Do Statements, this session will help you identify and sequence key grammatical patterns for each proficiency level and offer strategies to help students notice how grammar conveys meaning and how accuracy enhances communication. Examples will be in Spanish with content applicable to all languages.

## The Seamless CI Classroom

*Bryan Kandel, Perry Local Schools, Massillon, OH*

Shift from a rigid, predictable class to one in which input is provided from start to finish in a natural, smooth manner. Discover how students can acquire language without thinking about the process. Experience a variety of methods for providing input throughout a typical week of classes.

## The Textbook and Grammar Instruction in a 21st Century Classroom

*Teri Wiechart, Ohio Foreign Language Association, Columbus, OH*

Making the paradigm shifts necessary to teach with state and national standards, using authentic resources and staying in the target language 90%+ leaves teachers wondering where to find the content to teach. Let me show you how to use textbooks to “mine for gold”-- to find useful readings, culture, activities and ancillary materials that can be taught using the current paradigms. We will also see how to embed grammar lessons within those materials.

## Using 2.0 Technology to Assess with IPAs

*Bryan Drost, Ohio Foreign Language Association, Columbus, OH*

In this multi-connected world of mobile technologies, students already use many devices and apps in their daily lives (Laptops, iPads, SMARTphones). These same devices can be used in world languages to encourage real-world learning. Presenter will show how various mobile-apps and Web-2.0 tools can be used to assess and teach the eight themes of the Ohio Standards via Integrated Performance Assessments.

## Visual Novels for the Three Modes of Communication

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

Visual novel is a powerful three-edged interactive gaming tool. On one hand, visual novel can be used by FL teachers to help students learn languages and culture, while at the same time, they could be used to assess students' interpretive skills. Visual Novel can also be created by students as a presentational project. In this workshop, participants will learn how to create their own visual novels and explore how visual novels can be used effectively in their classrooms. Participants need to bring their own laptops