CSCTFL/OFLA 2016
Preliminary List of Sessions

Session 1- Friday 7:45 AM – 8:45 AM

S-001

***Arreglando el Dilema "Idea Genial Pero Suena Tanto Trabajo"/*Fixing the Awesome-Idea-But-That's-So-Much-Work Conundrum**

Presenters: *Erin Parris-Dallia, Plymouth-Canton Community Schools, Plymouth, MI; Jamie Terlaak, Plymouth-Canton Community Schools, Plymouth, MI*

Have great ideas but not enough time to carry them out? Have good materials but don't know what to do with them? Want to go home and see your family sometimes? Presenters will share templates for activities used many times in class with success, and some activities that require little preparation.

Theme: *Activities and Strategies*

Language: *Spanish*

Examples: *Spanish*

Audience: *MS/JS, HS*

S-002

IB Shareout

Presenters: *Elizabeth Hanlon, Oberlin (OH) High School; Melissa Albrecht, Shaker Heights (OH) High School*

If PYP, MYP and/or DP mean something to you, the presenters want to meet you! This session aims to bring together teachers from International Baccalaureate schools to provide time for the exchange of ideas on the various aspects of IB world languages. Attendees' questions and contributions will provide the direction of the discussion. Teachers of any experience level with IB are welcome.

Theme: *Professional Development*

Language: *English*

Examples: *Spanish*

Audience: *HS*

S-003

Best of Ohio: Formative Assessment in the WL Classroom

Presenter: *Bryan Drost, Firelands Local Schools, Oberlin, OH*

This presentation will provide an overview on what formative assessment is and how it differs from traditional summative assessment practices, as well as discuss and model several formative assessment techniques using technology that can be used by both beginning and veteran teachers alike.

Theme: *Assessment*

Language: *English*

Examples: *English*

Audience: *All*

S-004

All Star Session: The Power of Comprehensible Input and Storytelling

Presenter: *Craig Klein, Bergman Academy, Des Moines, IA*

Teaching Spanish is an art. Keeping kids engaged in a language they don`t speak is more than artful. This session will provide teachers with a variety of techniques and teaching ideas including illustrations, film, photography, novels, authentic resources, games, crafts, skits and much more.

Theme: *Activities and Strategies*

Language: *Spanish*

Examples: *Spanish*

Audience: *Elementary, MS/JHS, HS*

S-005

Exhibitor Session: Building Literacy Skills in the Spanish Classroom: It Can be Done!

Presenter: *Rich Sayers, Pearson, Longmont, CO*

How can Spanish teachers build literacy skills in their students? This interactive session showcases informational and culturally authentic readings with supporting activities that can be used right away in your class. Through materials presented and the discussion among participants, we will explore how to address main ideas, details, and author's purpose or viewpoint. We will also explore how to accomplish writing and speaking activities that can be used as performance assessments. Come discover the materials to help your students and YOU!

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *MS/JHS, HS*

S-006

Exhibitor Session: Cooperative Learning: Motivating Students

Presenter: *Emily Stewart, Cambridge University Press, New York, NY*

This session will focus on active and cooperative learning strategies to help students engage with the target language in the second-language classroom. Using examples from Mundo Real Media Edition, this will be an interactive session to demonstrate what makes activities engaging and cooperative, and how to apply these strategies to your classroom.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *Spanish*

Audience: *HS*

S-007

Exhibitor Session: Living the Language at Home and Abroad

Presenter: *Jordan Ashwood, EF Education First, Cambridge, MA*

Explore how immersive language learning experiences at home and abroad can transition students from merely studying a language to truly internalizing the language. Examine the connections between student passion, confidence, and reflection and how they shift language learning from an external phenomenon to an internal and personal experience. Discuss proven approaches to helping students live within the target language, and connect with fellow educators who have successfully supported their students in making this linguistic leap.

Theme: *Culture*

Language: *English*

Examples: *English*

Audience: *All*

S-008

Exhibitor Session: *Machen sie weiter mit Deutsch Aktuell*, 7th edition!

Presenter: *Wolfgang Kraft, EMC Publishing, St. Paul, MN*

Looking for a German textbook that meets all the ACTFL standards? Come discover *Deutsch Aktuell*, 7th edition with its new content, including communicative activities; new culture content focused on the practices, products, and perspectives of German culture; and activities for community building in the classroom and online. Student learning is framed with an essential question (Kapitel 5: "What stories do capital cities tell us about countries?") to provide a richer learning experience. Project-based activities, for learning or assessment, provide students immersion experiences in German language and culture. The new program includes a revolutionary language-learning environment, Passport! which allows for blending learning. Don't miss hearing the author describe his harrowing escape from East Berlin to West Berlin!

Theme: *Curriculum and Articulation*

Language: *English, German*

Examples: *English, German*

Audience: *All*

S-009

Facilitating Self-Regulated Language Learning: LinguaFolio Research to Classroom Practice

Presenter: *Amanda Romjue, University of Nebraska-Lincoln, Lincoln, NE*

This interactive session will focus on engaging ways teachers can use LinguaFolio to support self-regulated language learning in their classrooms while very briefly highlighting the important research-based motivations for using LinguaFolio to promote self-regulated learning. Instructional technology supports will also be explored. Participants will leave with concrete examples and resources.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *College/University, All*

S-010

Fostering Intercultural Understanding through Web 2.0 Technologies

Presenter: *Anita C. Levine, SUNY Oneonta, New York*

This session explores ways to promote intercultural understanding between students in different countries through the use of free web-based technologies.

Theme: Culture

Language: English

Examples: English

Audience: All

S-011

Hispanic Perspectives, Practices and Products in CultureFolio: A Validation

Presenters: *Isabel Espinoza, University of Dayton, Dayton, OH; Christopher Lemon, Kenton Ridge High School, Dayton, OH*

The culture statements about the perspectives, practices, and products of the Hispanic culture in CultureFolio, a portfolio assessment of culture, have been validated in a survey answered by 200 native speakers of 20 Hispanic countries. These statements are designed to support Spanish teachers and students in setting and achieving their goals for cultural awareness. This presentation has the purpose of publishing these findings and discussing the teaching implications. Its statements reflect the quantitative and qualitative feedback of native Spanish speakers to assure authenticity and validity. Participants will have access to the final product.

Theme: *Culture*

Language: *Spanish*

Examples: *Spanish*

Audience: *College/University*

S-012

How to Make a French Business Class Fun and Practical!

Presenter: *Karine Daddah, Wright State University, Dayton, OH*

Join the presenter for an informative session on how to create a fun and entertaining French Business class! She will show you how to use hands-on resources leveraging state of the art material provided by the Paris Chamber of Commerce to create a useful, practical and interesting course. You will learn hand-on tips, structuring approaches and methods to ensure information is conveyed in an appealing way!

Theme: *Professional Development*

Language: *French*

Examples: *French*

Audience: *HS, College/University*

S-013

Language Learners as Interviewers: Cultural Literacy through Recordings

Presenter: *Grant Moss, Pittsburg State University, Pittsburg, KS*

Many teaching professionals act as interviewers while our learners respond as interviewees. Interviews in the language seem like a common practice in language courses. On the other hand, a novel strategy that is not a common practice puts the learners in the driver's seat as interviewers. The purpose of this presentation is to show that when students record themselves in a situation where they ask questions and listen to their interviewee, they build on their skills at any level. More importantly, they expand their own cultural literacy as they interact with members of target cultures. Another benefit is that they collectively create a community network as they contribute to the language map of the local area where they reside. This presentation offers examples and analyzes sample recordings of learners as they interview speakers from the Spanish-speaking world.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *College/University*

S-014

Livin' La Vida Latina

Presenter: *Amy Haney, Kettering Fairmont High School, Kettering, OH*

This interactive session will show teachers how to spice up their language classes through the use of music, media, movies, authentic materials, and many other meaningful learning activities. The presenter will share numerous ideas that can be used to get students excited about learning Spanish.

Theme: *Activities and Strategies*

Languages: *English, Spanish*

Examples: *English, Spanish*

Audience: *MS/JHS/HS*

S-015

Make it Pinteresting

Presenters: *Gail Burant, Kelli Gasparka, and Julie Polomis, Bay View Middle School, Green Bay, WI*

Presenters will show how to create a Pinterest account and make boards that can be used to organize teaching ideas and collaborate with others. They will also share how they have organized local "Café Chats" to network with other world language teachers in the area and how ideas from these are shared on Pinterest. Participants will gain new ideas on how to teach and different kinds of lessons to plan as well as how to keep these organized. They will also be better connected with other teachers by using Pinterest.

Theme: *Technology*

Language: *English*

Examples: *French, German, Spanish*

Audience: *MS/JHS/HS*

S-016

Making the Classic Modern: Reinterpret Art for 2016

Presenter: *Laura Zinke, McClintock High School, Tempe, AZ*

The presenter will explore the AP Spanish Language and Culture theme of Beauty and Aesthetics through the lens of modern day marketing that incorporates classical works of art. Considering art as a mirror of cultural understanding, we will explore how these works can be used at different levels of proficiency to enhance cultural understanding and make the classroom a vibrant place of discovery. Learn how famous classic and contemporary painters influence our past, present and future.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *HS*

S-017

Ohio New Teacher and University Student Scholarship Winners Meeting

Presenter: *Jean Morris, Muskingum University, New Concord, OH*

This session's purpose is to welcome the OFLA scholarship recipients to the Central States Conference, and to let them know what sessions and activities have been planned for them and what their responsibilities are as scholarship winners. The meeting will also include a general orientation to the conference and tips on deriving the maximum benefit from it.

Theme: *Professional Development*

Language: *English*

Examples: *English*

Audience: *All*

S-018

PBLL Lite: Exploration and Experimentation with Mini-Inquiry Models

Presenter: *Amy Lenord, Plano Independent School District, Plano, TX*

Many world language educators are fascinated by the idea of Project Based Language Learning but feel overwhelmed by its implementation, especially within a pre-designed curriculum. This presenter will share her adventures as a new explorer in the land of PBLL. The session will include examples of smaller scaled inquiry based lessons used in her classroom, related student samples, her template for designing mini-inquiry lessons, and of course anecdotes of the celebrations and tribulations during her journey into inquiry based language instruction.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *HS*

S-019

All Star Session: Bringing Proficiency to the Foreground Through Re-assessment

Presenter: *Michael Camp, Rich Central High School, Olympia Fields, IL*

More and more teachers are embracing the idea of allowing students to re-assess. But what does it look like in the classroom? How can it be made less of a headache and more of a remedy? In this session, presenters will discuss the advantages and disadvantages of re-assessment and identify methods to ease the implementation of re-assessment. Attendees will leave with a plan for re-assessment in their classrooms that emphasizes student learning and provides a pathway for documenting growth.

Theme: *Assessment*

Language: *English*

Examples: *English, French, Spanish*

Audience: *All*

S-020

Social Activism in and out of the Classroom

Presenters: *Susan Ranft, Niles North High School, Skokie, IL; Bernie Lewis, Main East High School, Park Ridge, IL*

This presentation will explore ideas to help encourage students to become global citizens who care about issues of social justice. The presenters were recent participants in a Fulbright-Hays Group Project, studying in Bolivia and Peru, and will share their experiences from that trip and activities that they have

used successfully in the classroom to help turn apathy into action. There will be time at the end for participants to share their ideas also.

Theme: *Culture*

Language: *English, Spanish*

Examples: *English, Spanish*

Audience: *HS*

S-021

The Lost Art of Conversation: Scaffolding Interpersonal Speaking

Presenter: *Bill Heller, SUNY Geneseo (NY) College*

Help students identify the elements of conversation and then equip them with the formulaic language to develop proficiency in interpersonal communication. Participants will learn scaffolding strategies to create confident conversationalists.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *MS/JHS/HS*

S-022

Using Survey Data for Curriculum Planning

Presenter: *Isolde Mueller, St. Cloud (MN) State University*

This session reports on how data from 607 student surveys was used to make informed decisions about implementing subject-specific language courses with a STEM or business emphasis in a college German program at a regional comprehensive university. These changes in curriculum had become necessary to attract new students and fit into the institution's overall shift towards professional programs. The survey assessed student interest in those proposed curriculum changes in three parts. Correlating student responses with biographical data allowed for more focused curriculum development and more targeted recruitment. Presenter will share trends and findings in student answers in the hope that educators in a similar situation will be able to make informed decisions in their curriculum revisions.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *German*

Audience: *College/University*

Session 2 - Friday 11:15 AM – 12:15 AM

S-023

"Hold please, caller...” : Google Voice for Digital Assessment

Presenter: *Meredith White, Bartlett (TN) City Schools*

In this session, attendees will hear, see, and experiment with Google Voice for relevant, efficient in-class and at-home speaking assessments. In addition to examples and hands-on practice, they will also leave with tangible resources (prompts and rubrics) for their own immediate use.

Theme: *Assessment*

Language: *English*

Examples: *Spanish*

Audience: *All*

S-024

Become a More Proficient Language Advocate – NOW!

Presenters**:** *Israel Fernando Herrera, Indiana University, Bloomington, IN; Terri Marlow, Parkersburg (WV) High School, (retired); India Morrow, Lincoln High School, Des Moines, IA; Jason Sinclair, Sullivan (MO) High School*

During this session with the CSCTFL Advocacy Committee you will learn how YOU, YOUR school, district, and state association can create a greater awareness in YOUR community of the importance and benefits of knowing a second language and culture. Hear – from teachers who made it happen - how a strong Advocacy Committee in YOUR state can work with legislators to promote language learning and issues such as the Seal of Biliteracy and the Dual Immersion Program for elementary schools. JOIN US. BECOME PART OF THE PROCESS!

Theme: *Advocacy and Policy*

Language: *English*

Examples: *English*

Audience: *All*

S-025

Beginning Teacher Roundtable Discussion

Presenter: *Lesley Chapman, Sycamore Community Schools, Cincinnati, OH*

This session is intended for teachers in years 1 - 4 of their careers. Together we will discuss the various challenges of being a new teacher: from time management to communicating with parents and everything in between.

Theme: *Professional Development*

Language: *English*

Examples: *English*

Audience: *All*

S-026

Bell Ringers and Exit Tickets--Ways to Start and End Your Class

Presenter: *Regina Schantz, Washington (IA) High School*

Learn new ways to use digital media to kick off your class and for students to reflect on what they are learning. Many of these can also be used for formative assessments. Tools include Padlet, Plickers, Today's Meet, Linoit, Kahoot, and more.

Theme: *Technology*

Language: *English*

Examples: *Spanish*

Audience: *All*

S-027

Best of Nebraska: Lyricstraining.com = Authentic, Gamified, Engaging

Presenter: *Nick Ziegler, Nebraska's Educational Service Unit #5, Beatrice, NE*

In this session, we will explore a great site for enhancing listening comprehension through music. Lyricstraining.com is an interactive site that requires students to type the lyrics as they view the music video. You can set it to randomly blank out words, or select the words to create cloze activities for inductive grammar teaching. Site includes songs in English, Spanish, Portuguese, French, Italian, German, Dutch, Japanese, Turkish, & Catalan! Can't find the song you want? Create it!

Theme: Activities and Strategies

Language: English

Examples: ESL, German, Spanish

Audience: All

S-028

Building Connections Between the School and the Hispanic Community Through Celebrations

Presenter: *Maria Postigo, Canal Winchester (OH) High School*

This session will demonstrate step by step how a high school integrated the Hispanic community into its school life through two activities. The first one was a Hispanic Heritage Month celebration hosted by Spanish Club with guest speakers and authentic food. The second one was a World Language Expo organized by the World Language Department where students displayed their art creations, wore costumes, played instruments, sang and danced for their peers and their families. This presentation is sure to inspire fostering connections, empowering communities and celebrating the world!

Theme: *Culture*

Language: *English*

Examples: Spanish

Audience: *MS/JHS/HS*

S-029

All Star Session: Batman Begins: Becoming a Super Teacher through Professional Development

Presenter: *Christopher Luke, Ball State University, Muncie, IN*

In this session, participants will examine the benefits of professional development for language teachers and set personal goals for improvement. Lessons learned from fictional superheroes (Batman, Iron Man, Superman, etc.) will guide an interactive discussion on the ways in which professional development can help good teachers become super teachers. Participants will explore and reflect on a variety of professional development opportunities and leave the session energized and empowered with a concrete professional development plan in place.

Theme: *Professional Development*

Language: *English*

Examples: *English*

Audience: *All*

S-030

Effective Instructional Strategies for Teaching Grammar in AP Chinese

Presenter: *Baozhang He, College of the Holy Cross, Worcester, MA*

The aim of this workshop is to help AP Chinese Language and Culture instructors develop effective instructional strategies to prepare students for the AP Chinese Language and Culture exam. This workshop will focus on how to help students effectively learn the language forms to develop communicative competencies for success in AP Chinese Language and Culture, with a specific emphasis on contextualized grammar instruction in AP Chinese classrooms. Concrete examples of grammar points/constructions in AP Chinese will be discussed and demonstrated for classroom teaching. The presenter will interact with the audience and provide ample time for questions and discussion.

Theme: *Activities and Strategies*

Language: *Chinese*

Examples: *Chinese*

Audience: *HS*

S-031

Effective Storytelling with Consistency, Cartooning, and Cool Content

Presenters: *Sara-Elizabeth Cottrell, Musicuentos, KY; Wendy Farabaugh, Findlay (OH) High School*

One of the most effective ways to deliver engaging comprehensible input in the classroom is through storytelling. However, teachers often struggle with how to put storytelling to practice in their daily curriculum. In this session, a Spanish teacher and French teacher share how they have seen students be more engaged and build real proficiency through storytelling. Participants will explore techniques to make storytelling more effective and comprehensible through patterning story content, illustrating stories with simple cartooning techniques anyone can do, and filling stories with content that engages students.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French, Spanish*

Audience: *All*

S-032

Exhibitor Session: *Ansätze für STE(A)M im Deutschunterricht*

Presenter: *Anka Fehling, Central Agency for Schools Abroad, Bonn, Germany*

The session focuses on the connection between German language teaching and STE(A)M. It discusses ideas of how to introduce STE(A)M into the German language classroom and provides examples. Special attention is paid to the methodology that can be employed to make STE(A)M topics accessible for students.

Theme: *Content Areas*

Language: *German*

Examples: *German*

Audience: *All*

S-033

Exhibitor Session: *Comment va la France?*

Presenter: *Michel Wolf, Vistas in Education, Minneapolis, MN*

How is France doing one year before the election of a new president and parliament? A native speaker of French who lives and works in Paris, will assess the current political, economic and social climate in France. He will share the most important news events to help teachers better understand French society, comparing life in France and the U.S. This session will include a formal presentation followed by a question and answer period.

Theme: *Culture*

Language: *French*

Examples: *French*

Audience: *All*

S-034

Exhibitor Session: Incorporating HOT into the Language Classroom

Presenter: *Carol Gaab, TPRS Publishing, Inc. /Fluency Matters, Chandler, AZ*

Comprehensible Input is the key to facilitating language acquisition, and compelling input is the key to maintaining student engagement. Learn simple techniques for keeping input comprehensible and discover practical and powerful interpersonal activities that unconsciously inspire Higher Order Thinking and inherently facilitate SLA…from day one!

Theme: *Activities and Strategies*

Language: *ESL*

Examples: *Spanish, Other*

Audience: *All*

S-035

Exhibitor Session: Using the Yabla online video immersion system to enhance listening comprehension at all levels

Presenter: *Brad Fetterer, Yabla, Inc., New York, NY*

Yabla is an online language immersion video system that allows students to experience native speakers in a variety of authentic contexts and to deepen their learning with interactive tools and games. The presenter will demonstrate how students and teachers can use Yabla videos and support activities in and out of the classroom. Participants will be given access to hundreds of Yabla videos in Spanish, French, Italian, German and Chinese.

Theme: *Technology*

Language: *English, French*

Examples: *Spanish*

Audience: *All*

S-036

Flight: 2014-2015 Destination: Language Proficiency

Presenters: *Sarah Ross, Spencerville High School, Spencerville, OH; Erin Hunkemoeller, Northmont High School, Dayton, OH*

Experience the process of how these teachers begged, pleaded, and succeeded in transitioning their department from grammar based instruction to a performance based, portfolio assessed, IPA approach. Presenters will provide their "flight plan" and feedback from this process. They will provide IPAs and research for administration. Attendees will see how they successfully presented portfolio assessment to the students and community by becoming their flight crew for the day!

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *French, Spanish*

Audience: *MS/JHS/HS*

S-037

Fostering K-12 Connections: Building a Bridge to the Elementary School Curriculum

Presenters: *Cheryl Ames, Colerain High School, Cincinnati, OH; Samantha Bremner, Maumee Country Day School, Toledo, OH; Laura Helpman, Start High School, Toledo, OH; Lori Winne, University of Toledo (OH)*

Participate in content-related strategies and activities in world languages that boost critical thinking skills and connect to other disciplines. Take part in short math, science, reading, health and art lessons in several different languages. This session is geared toward elementary level teachers but could be applied to higher levels.

Theme: Content Areas

Languages: *French, German, Russian, Spanish, Other*

Examples: *French, German, Russia, Spanish, Other*

Audience: *Elementary, MS/JHS, HS*

S-038

iInspire, iDiscover, iExplore, iMatter. I Teach German.

Presenters: *Keith Cothrun, AATG, Cherry Hill, NJ; & Hal Boland, Heritage High School, Leesburg, VA*

AATG's Teacher Recruitment project focuses on the early identification of prospective teachers of German to begin averting German teacher shortages that many times result in program closures. Planting the seed that teaching German is a viable and highly rewarding career choice is at the core of the project. Learn about this and other AATG programs for K-16 including language advocacy and professional development, the Kinder- und Jugendliteratur project, National German Exam, STEM projects, and more.

Theme: *Professional Development*

Language: *English*

Examples: *German*

Audience: *All*

S-039

iTeach 3.0: Simple Technology Solutions to Enhance Your Teaching

Presenter: *Brian Reynolds, North Olmsted (OH) High School*

Integrating technology into your lessons can be a fun, easy, and FREE task. Learn how to streamline your teaching through technologies that will keep your students in the target language. Make avatars speak for your students, use cell phones/iPads as "clickers," and more. Take home ideas you can start using on Monday--and beyond.

Theme: *Technology*

Language: *English*

Examples: *Spanish, Other*

Audience: *All*

S-040

Learn with the National Language Teacher of the Year

Presenter (to be chosen in November during ACTFL)

Share an hour with the ACTFL National Language Teacher of the Year and experience language learning that engages and motivates students. Learning strategies are ready to apply and adapt for any language, any level. Be inspired with this glimpse into the classroom of an effective language educator.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English*

Audience: *All*

S-041

Equipping Our Teacher Candidates to Reach Advanced Proficiency

Presenter: *Erin Weber, Cedarville University, Cedarville, OH*

World language teacher preparation programs are under pressure to provide experiences and opportunities that will help their candidates achieve Advanced Low on the OPI. How can educators make the most of the few years spent with students and prepare them to achieve a high level of fluency by the time they graduate? Presenters will examine what different universities are doing to help their candidates succeed.

Theme: *Professional Development*

Language*: English*

Examples: *English*

Audience: *College/University*

S-042

Thematic Teaching: AP Style

Presenter: *Rebecca Wiehe, Hudson (OH) High School*

How do we prepare students for the AP exam without just teaching for the test? This session will focus on strategies and activities designed to support preparation for each of the six Advanced Placement themes while at the same time engaging and motivating our learners with thematic units of study. The presenter will share ideas for all four areas of language development: speaking, reading, writing, and listening. In addition, examples and handouts will be provided so that participants can take the presented ideas directly back to their classrooms. All languages welcome.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English, Spanish*

Audience: *HS*

S-043

Vamos a Bailar y Festejar

Presenter: *Tara Knopp, Carroll High School, Dayton, OH*

Teachers will have a blast while learning fun ways to incorporate music, movement, and culture into their daily lessons. This session will feature learning some fun, popular dances that can be used to reinforce vocabulary expressions and cultural topics.

Theme: *Activities and Strategies*

Language: *English, Spanish*

Examples: *English, Spanish*

Audience: *All*

S-044

Visual Comprehensible Input for Classroom Management and 90% Target Language

Presenter: *Ellen Shrager, Abington (PA) School District*

Managing 90% target language usage and good class behavior can be derailed by transitions. Create a 'daily tech-guide' that keeps transitions and activities in the target language supported by strong visual cues. It will extend paired practices and integrate authentic audio, video, and textbook accessories with seamless transitions, improving classroom management, student behavior, and creating a 90% target language classroom.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *MS/JHS*

S-045

Visual Literacy: An Image is Worth a Thousand Words

Presenters: *Donna Clementi, Lawrence University, Appleton, WI; Laura Terrill, Independent Consultant, Indianapolis, IN*

In today's world where technology enables us to instantly communicate with people around the world, an image communicates powerfully and effectively: the image is truly worth a thousand words. Visual literacy is defined as the ability to interpret messages found in signs, images, gestures, films, maps, infographs, graphs, cartoons, photos, ads, illustrations in a children's book, AND to create visual messages with attention to audience. It requires an ability to look at an image carefully in order to understand the intentions of the person who created the image. This session will focus on strategies that build visual literacy skills allowing students to demonstrate both the ability to identify the content of an image as well as the cultural competency to understand the message of the image. Connections to Common Core will be made as students make inferences and provide textual evidence based on the visual content.

Theme: *Culture*

Language: *English*

Examples: *English*

Audience: *All*

Session 3 - Friday 1:00 PM – 2:00 PM

S-046

A Smarter Approach to Real World Success for Learners

Presenter: *Rosalie Cheatham, University of Arkansas at Little Rock, AR*

This session provides efficient and creative strategies and activities for learners to acquire language skills for their academic interests and career goals. Techniques for emphasizing culture, connecting communicative modes to authentic tasks and utilizing technology for real world activities are presented. Course redesign matrices for elementary, intermediate and advanced courses assuring that all modes of communication are developed, scaffolded and assessed appropriately are provided.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French*

Audience: *College/University*

S-047

Developing Teaching Expertise: Case Studies of Chinese Language Teacher Trainees in the U.S.

Presenter: *Donglin Chai, The Ohio State University, Columbus, OH*

This session explores how a teacher-training program enhances pre-service Chinese teachers' teaching skills and cultural competence. It will focus on how individual teachers are inspired on language pedagogy and can transform to be skilled instructors. A group picture of teachers' growths as well as individual growths during the pre-service training will also be presented.

Theme: *Professional Development*

Language: *English*

Examples: *Chinese, English*

Audience: *College/University*

S-048

Beyond the Traditional Use: Videos to Foster Connections and Explore Cultural and Social Perspectives

Presenters: *Andrea Maurice, Stow-Munroe Falls (OH) City Schools; Gaby Semaan & Kasumi Yamazaki, University of Toledo, OH*

Would you like to add a cultural spice to inspire your students to explore new frontiers and expand their global perspective? In this session, participants will be introduced to innovative methods to use videos in meaningful and engaging activities. Going beyond vocabulary and grammar, this session demonstrates

how videos can be the focus of your content rather than just a tool. The presenters will share examples from different languages.

Theme: *Culture*

Language: *English*

Examples: *Arabic, Spanish, Other*

Audience: *All*

S-049

Building Your Core – Effective Practices for Language Learners and Educators

Presenters**:** *Paul Sandrock, American Council on the Teaching of Foreign Languages, Alexandria, VA; Pete Swanson, Georgia State University, Atlanta, GA*

What's at the core of effective language learning? Educators using research-informed practices develop language proficiency plus literacy and critical thinking skills. Learners demonstrating real applications of language become a program's strongest advocacy. Framed by research on teacher recruitment and retention and informed by program realities, tap resources supporting language educators.

Theme: *Advocacy and Policy*

Language: *English*

Examples: *English*

Audience: *All*

S-050

Bullseye: Dozens of Ways to Hit the 90% Goal

Presenter: *Carrie Toth, 2014 CSCTFL Teacher of the Year, Carlyle (IL) High School*

Is your classroom reaching the 90% target language goal? In this session, participants will explore a variety of ways that they can boost their use of the TL every day. Through authentic resources, cultural units, and reading strategies, participants will learn how hitting the target is both attainable and enjoyable!

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *All*

S-051

Pop Up! Incorporating Pop Culture and Media in the French Classroom

Presenter: *Robert Murray, Highland Local Schools, Medina, OH*

It's time to get out of the textbook and into the real world of 21st century French! During this session we will explore how to create engaging lesson plans while discovering the music, movies, vlogs, TV, and social media outlets of contemporary French teens. We will also discuss how to use these authentic resources to increase student motivation at all levels of French. Venez nombreux!

Theme: *Activities and Strategies*

Language: *French*

Examples: English, French

Audience: MS/JHS/HS

S-052

All Star Session: Tracking Student Progress Electronically Using Google

Presenters: *Lucas Hoffman, Lisa Sobb, Sylvania (OH) Southview High School*

Tired of lugging home binders full of student work? Are students groaning when asked to add evidence to their portfolios? Join the presenters for a tutorial of how to track student progress electronically using LinguaFolio, Google Drive, Doctopus, and Google Classroom. This session will be directed at beginners, but will also have some examples and ideas for veteran users of technology.

Theme: *Technology*

Language: *English*

Examples: *English*

Audience: *All*

S-053

Analyzing Genres of Music: Inspiring, Trending, and a Relevant Language Learning Opportunity

Presenter: *Georgia Coats, Wayne State University, Detroit, MI*

Music is an abundant resource that is also a powerful language-learning tool. Learn how to guide students through accessing and analyzing it on various linguistic levels, including pronunciation and dialect, verb choice, vocabulary, metaphor, cultural references, and the overall "feel" of a song. Use lyrics to inspire students to continue relevant language learning beyond the language classroom!

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish, English*

Audience: *HS, College/University*

S-054

Engaging Boys in the World Language Classroom

Presenter: *Caroline Little, Saint Thomas Academy, Mendota Heights, MN*

Why aren't there more boys in upper level foreign language classes? We often hear about the achievement gap with girls in math and science, but why is no one talking about the similar gap with boys and upper level World Language acquisition? In this session you will learn how to engage and excite boys in your classroom to help them become advanced language learners who are active participants that see the value in continued World Language study.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French*

Audience: *HS*

S-055

LinguaCafe: We Need to Talk...

Presenter: *Nadine Jacobsen-McLean, NNELL, Chattanooga, TN*

Create a café-like experience in your classroom! LinguaCafe addresses learning and teaching in unison. While immersed in the target language, the proficiency of the student is cultivated in a nonthreatening environment. Join us as we demonstrate this interpersonal communication activity and share some scenarios and prompts that will encourage even the most reluctant speaker in your class to communicate in the target language. Collaborate with us as we create new scenarios and prompts.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *Elementary, MS/JHS*

S-056

Famous German Scientists

Presenter: *Darlene Lyon, Berea-Midpark (OH) High School and Middleburg Heights (OH) Junior High School*

Experience a lesson about some famous German scientists and leave with a unit for your class.

Theme: *Activities and Strategies*

Language: *English, German*

Examples: *English, German*

Audience: All

S-057

Analyzing the Discourse of Interpretative Tasks for the AP German Exam

Presenter: *Cori Crane, University of Texas at Austin, TX*

Interpretative tasks in the AP German Language and Culture Exam (e.g., identifying a text's main message, considering an intended audience, looking for supporting details) often contain abstract language that can be difficult for second language learners to understand. Given this challenge, this interactive session seeks to provide teachers with concrete tools for helping their students process and learn language that is used to represent key discourse functions found in the AP exam. Through guided analysis of publicly available AP German test samples, participants will develop inventories of major interpretative question types and the language used to express them.

Theme: *Curriculum and Articulation*

Language: *German, ESL*

Examples: *German*

Audience: *HS, College/University*

S-058

Holistic Evaluation Rubric for World Language Classrooms

Presenters: *Becky Shick, Delaware (OH) City Schools; Debbie McCorkle, Unioto High School, Chillicothe, OH; Maria Postigo, Canal Winchester (OH) High School*

Is an accomplished teacher rated on only high percentage use of target language in the classroom? Come learn about how to show your colleagues, your department members and your administrators how to holistically evaluate world language teaching. The OFLA Secondary Language Learning Committee has developed a tool to assist in the evaluation of world language teachers. This rubric can be used formally or informally for peer, administrator, mentor, or student teacher evaluations, even for self-reflection.

Theme: *Professional Development*

Language: *English*

Examples: English

Audience: *Supervisor/Administrator, All*

S-059

Strategies for Managing Multilingual Interference

Presenter: *Amanda Ruskin, Minnesota State University, Mankato, MN*

Anyone who has learned or attempted to learn two or more foreign languages knows that previously learned languages can interfere and get in the way of the current target language. This interference can be a significant roadblock for students, ultimately causing many of them to quit. This presentation will present strategies for managing interference for teachers to share with their multilingual students.

Theme: *Research*

Language: *English*

Examples: *French, German, Spanish*

Audience: *All*

S-060

The House on Mango Street: Teaching Techniques & Methods

Presenters: *Lynn Monaco and Stephanie Flynn, Parma (OH) Senior High School*

Incorporating various levels of Bloom's Taxonomy, differentiation and technology to teach The House on Mango Street (*La casa de calle Mango*) by Sandra Cisneros

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *HS*

S-061

Tips For Top Notch Teachers

Presenter: *Kathleen Acosta, Carroll High School, Dayton, OH*

This fun, interactive presentation will provide participants with creative and exciting ideas and tips for teaching culture, various grammar topics and verb tenses, and resources, games and activities for teaching vocabulary. Participants will play the games and DO the activities, so all will get to see how to infuse their classes with the ideas presented. Participants will get to watch brief video examples of students demonstrating the ideas.

Theme: *Activities and Strategies*

Language: *English, Spanish*

Examples: *English, Spanish*

Audience: *MS/JHS, HS*

S-062

Working Meeting for K-12 Russian Language Teachers

Presenters: *Anthony Adame and Eileen Kunkler, Center for Slavic and East European Studies, Columbus, OH*

This working meeting is for K-12 Russian language teachers. Teachers will have an opportunity to meet with one another and discuss key issues such as textbooks, testing, curriculum, and student recruitment and retention. The Center for Slavic and East European Studies at The Ohio State University will facilitate this meeting and also discuss services and outreach it can provide to schools.

Theme: *Professional Development*

Languages: *English, Russian*

Examples: *English, Russian*

Audience: *Elementary, MS/JHS, HS*

Session 4 - Friday 2:15 PM – 3:15 PM

S-063

A Curriculum Renaissance: Renew Your Teaching by Creating Your Own Thematic-Based Units

Presenters: *Michelle Roemmich, North High School, Eau Claire WI; Celena Smith Reuter, Memorial High School, Eau Claire, WI*

Become inspired and energized to write your own thematic-based units! Learn how these two teachers transformed their classrooms and teaching by collaboratively creating their own curriculum. Novice and intermediate sample units provided, as well as an opportunity for unit development.

Theme*: Curriculum and Articulation*

Language: *English*

Examples: *French*

Audience: *HS*

S-064

Teaching for Global Competence in the World Language Classroom

Presenter: *Tricia Fellinger, Upper Arlington (OH) High School*

The world language classroom offers an ideal setting where students can grow to become engaged and responsible global citizens. In this session you will learn practical tips for activities and practices that help students develop their global competence. The ideas are based on a project carried out by the presenter for her Fulbright DAT program in 2014 in which a German class in New Zealand collaborated with a German class in Ohio.

Theme: Culture

Language: English

Examples: *English/German*

Audience: HS

S-065

Assessing and Developing Proficiency at the Elementary Level

Presenter: *Valerie Shull, Rogers Park Montessori School, Chicago, IL*

This session explores how to create and implement age-appropriate rubrics and proficiency-based assessments that inform lesson planning for children. The presenter will analyze examples of children's work that demonstrate how to use assessments to create meaningful and fun lessons that develop proficiency in even the youngest of learners.

Theme: Assessment

Language: English

Examples: Spanish

Audience: Elementary

S-066

Assessing Teacher Effectiveness: A Conversation for K-12 Teachers, Supervisors, and Administrators

Presenters: *Anne Nerenz, Eastern Michigan University, Ypsilanti, MI; Emily Spinelli, American Association of Teachers of Spanish and Portuguese, Bloomfield Hills, MI; Irma Torres, Oakland Intermediate School District, Waterford, MI*

Current legislation in many states requires that all teachers be regularly and systematically evaluated. Drawing on a broad body of work on teacher effectiveness across a range of disciplines, presenters will describe the knowledge, skills and dispositions of highly effective world language teachers, consider the kinds of student data and other documents that might be shared during the evaluation process, and suggest a framework and world language-specific tools for school personnel who are responsible for evaluating the effectiveness of world language teachers.

Theme: *Professional Development*

Language: *English*

Examples: *English*

Audience: *All*

S-067

Blended Learning in the Chinese Classroom

Presenter: *Maan Broadstock, Wright State University, Dayton, OH*

This session highlights the curriculum design and sequence of blended learning use in a third-year Chinese course. Blended learning aims at achieving learning outcomes through a comprehensive cycle: pre-class preview, in-class learning, and after-class review. The presenter will document how this model has enhanced learning outcomes and achieved programmatic goals. The presenter will showcase a number of multi-media sources, including a course website, flipped classroom design, students' tech-based tasks, sample IPA work, reflections, and feedback.

Theme: *Technology*

Language: *English*

Examples: *Chinese*

Audience: *College/University*

S-068

Classroom Management Issues and Challenges: Practical Tips and Suggestions

Presenter: *Gaby Semaan, The University of Toledo (OH)*

This is an interactive session where participants will discuss issues relating to their classroom management. The presenter will moderate the discussion using scenarios, simulations and real-life class challenges to engage the participants in a stimulating discussion of strategies and techniques that will assist them in handling the difficult situations they face in their classrooms.

Theme: *Professional Development*

Language: *English*

Examples: *Arabic, Chinese, English*

Audience: *All*

S-069

Close Reading: Not Just for Text Anymore

Presenters: *Deana Zorko, West High School, Madison, WI; Lauren Rosen, University of Wisconsin, Madison, WI*

Participants will learn to distinguish between "reading" and close reading which can be done not just with text but with art and media. The presenters will define close reading and use examples in Spanish and a few other languages to demonstrate close reading of paintings, infographics, and media commonly used in the world language classroom. This session will give participants a scaffolded approach to developing close reading activities using a gradual release of responsibility to write the purpose, directions, "text" dependent questions, and possible assessments for all levels of learners.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French, German Italian, Spanish*

Audience: All

S-070

All Star Session: *Enseñando los Derechos Humanos a Través de las Películas y la Música*

Presenter: *Kay Edberg, Mora High School, Mora, MN*

Although it is sometimes difficult to introduce topics such as discrimination and inequality, they are impossible to ignore when we talk about the realities that many people in Latin America face today. In this session we will discuss the importance of teaching human rights and how movies and music can help students reach a deeper understanding of the Spanish-speaking world. We will also explore ways in which the theme of human rights can be used to contextualize grammar, writing, and oral activities within the classroom.

Theme: *Content Areas*

Language: *Spanish*

Examples: *Spanish*

Audience: *All*

S-071

Elementary, My Dear Teacher- TPRS in the Elementary Classroom

Presenter: *Samantha Bremner, Maumee Valley Country Day School, Toledo, OH*

Ever wonder how to keep your students engaged? How to get them to produce the language? How to support and scaffold learning without losing steam? TPRS in the elementary classroom is your solution! Get students up, singing, acting, and even reading, writing, and speaking. This session highlights methodology, planning, demonstrations, and what to expect with using TPRS with elementary students.

Theme: *Activities and Strategies*

Language: *English, Spanish*

Examples: *English, Spanish*

Audience: *Elementary*

S-072

Empowering Teacher Candidates: The Cornerstone of Success

Presenter: *Rebecca Chism, Kent State University, Kent, OH*

The transition from student to teacher can present challenges to those entering the profession. This presentation will offer suggestions on how to facilitate this process and to empower future teachers. The

presenter will also include the teacher candidate's thoughts and reflections on their professional development, growth, and other perspectives via pre-and post interviews.

Theme: *Professional Development*

Language: *English*

Examples: *English*

Audience: *College/University*

S-073

Keeping It Real ... Keeping It in the Target Language!

Presenter: *John De Mado, John De Mado Language Seminars, Marco Island, FL*

Steven Krashen advises us that acquisition of a second language is the result of 'using that language'. His thinking underscores the need for those attempting to acquire a new language to stay in that target language as much as possible. What are the psycholinguistic characteristics needed to accomplish such a mission? What is the role of error in the language acquisition process? Is there a difference between 'error' and 'mistakes'? Should we be concerned about 'fossilization'? Participants will be exposed to current language acquisition research and understand the connection between risk-taking, vulnerability and intuition and language acquisition. Come and enjoy!

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish, French, Italian*

Audience: *All*

S-074

Keys to Planning for Learning: Focus on Unit Design

Presenter: *Laura Terrill, Independent Consultant, Indianapolis, IN*

Participants will consider the mindset for thematic unit design suggested in Keys to Planning for Learning. They will discuss the degree to which current unit themes and topics in their world language courses reflect that mindset. Sample units will be shared and the connections between theme, essential question and the 5 Cs of the World-Readiness Standards will be highlighted. Assessment of unit goals will be outlined and the concept of a "toolbox" to complete the unit plan is explained. Sample learning

activities to strengthen cultural understandings and deepen content knowledge while building communication skills will be shared.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *French, Spanish*

Audience: *All*

S-075

Language Development with Digital Storytelling

Presenters: *Martha Castaneda and Nohelia Rojas-Miesse, Miami University, Oxford, OH*

A digital story is a short, often personal and emotional, narrative that is set to music, contains photographs and/or video footage, and is presented to an audience. Using a multiple draft approach, university level Spanish learners wrote drafts in the target language and showcased the digitally packaged story. In this session we will discuss the product, process and learner reflections on the digital storytelling process. Specifically we will examine learners' tendency to gain in language accuracy, syntactic complexity, and lexical variation throughout the multiple drafts produced as well as consider learners' perceptions of the digital storytelling practice.

Theme: *Research*

Language: *English*

Examples: *Spanish*

Audience: *College/University*

S-076

Put TPR Back Into TPRS

Presenter: *Teri Wiechart, Delphos Jefferson High School (retired), Delphos, OH*

TPR has an important history with TPRS. In 1998, Stephen Krashen wrote an article, *TPR: Still a Very Good Idea*, www.sdkrashen.com/content/articles/1998_tpr_still_a_very_good_idea.pdf. In January 2015, he re-posted the article indicating that it is STILL a very good idea. This session will give you some new activities, or remind you of some you used to use. As an option for the step of Establishing Meaning, using TPR gives some variety to your classroom. Especially good for kinesthetic learners and slow processors, TPR is also good just to change things up a bit. Come learn how to insert TPR into your repertoire, from using physical actions, gestures, realia, manipulatives, and drawings to help students cement the sound and look of the language together. Learn how to gradually work into narrative stories, then activities that transition to reading and speaking.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French*

Audience: *All*

S-077

Undergraduate International Students' Writing Experiences in First Year Writing Classrooms

Presenter: *Hsing-Yin Cynthia Lin, The Ohio State University, Columbus, OH*

The growing population of multilingual students in higher education calls forth the exploration of their learning in first year writing classes. The presenter examines problems related to writing across the curriculum for students with different language repertoires and explores their learning experiences in general composition courses.

Theme: *Research*

Language: *English, ESL*

Examples: *English, ESL*

Audience: *College/University*

S-078

Using Virtual Field Trips to Explore the 3 P's of Culture

Presenters: *Cassandra Glynn and Fanny Roncal Ramirez, Concordia College, Moorhead, MN*

In this session, participants will be able to explore multiple technologies that can be used to take students on a virtual field trip. Emphasis will be placed on how this kind of activity allows students at any level to examine products, practices and perspectives of culture and to work toward intercultural competence. Examples in multiple languages that have been created for K-16 students will be highlighted, and there will be an opportunity for participants to be able to brainstorm and share their own ideas.

Theme: *Technology*

Language: *English*

Examples: *German, Spanish, Other*

Audience: *HS, College/University*

S-079

Working Session OFLA Teacher Education Licensure & College Committee

Presenter: *Diane Ceo-DiFrancesco, Xavier University, Cincinnati OH*

The Ohio Foreign Language Association Teacher Education Licensure College Committee's annual meeting is open to all members and potential new members. Discussion will include topics such as effective materials, techniques and methods, student and cooperating teacher dynamics, early clinical experiences, OPI and WPT testing preparation, teaching abroad and other issues that members wish to raise. The committee will select future goals and directions.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *English*

Audience: *All*

Session 5 - Friday 3:45 PM – 4:45 PM

S-080

AATF Ohio Movie Club

Presenters: *Lucas Hoffman, Sylvania Schools, Toledo, OH; Karine Daddah, Wright State University, Dayton, OH*

This year the discussion will be about the acclaimed French movie *La Famille Bélier* (2014). The movie will be analyzed through video clips and presenters will show how to use it in class.

Theme: *Culture*

Language: *French*

Examples: *French*

Audience: *HS, College/University*

S-081

AATG Tauschtreff

Presenter: *Julie Schonauer, New Philadelphia (OH) High School*

Though we now have awesome new resources via the web at our disposal, hands-on materials for German programs at all levels are becoming a rare commodity as time passes. This is especially problematic for our new colleagues, who don`t have many materials yet. Just as rare is the opportunity for most German educators to collaborate with colleagues. This session is designed so that anyone who has old materials (books, posters, maps, magazines, realia, games, etc.) that they are no longer using can bring them to give away. In addition, participants are encouraged to bring samples of their best teaching ideas to share with the group.

Theme: *Activities and Strategies*

Language: *English, German*

Examples: *German*

Audience: *All*

S-082

Authentic Sources & IPAs in Levels III & IV: Where to Begin?!

Presenter: *Denise Broda, Copley (OH) High School*

The availability of authentic materials for levels I and II is extensive, but finding them for levels III and IV can be a challenge. In this session, you will learn an easy way to use backward design to implement authentic sources and create units that focus on the three modes of communication and integrated performance assessments. You will receive samples IPAs and handouts that are based on the themes from ODE's Model Curriculum.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *HS*

S-083

Authentic Teaching in an International Baccalaureate Classroom

Presenter: *Shanon Buckroyd, Goodrell Middle School, Des Moines, IA*

Making learning authentic and real world for students in the language acquisition classroom is not always easy. Come and hear ideas and activities to give students authentic assessments and activities to help them become global citizens.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *Spanish*

Audience: *MS/JHS, HS*

S-084

Building Bridges through Service Learning: Foreign Language Exploratory Programs and the University Capstone Course

Presenter: *Cynthia Chalupa, West Virginia University, Morgantown, WV*

University language programs can develop important connections to the community while also advocating for language learning through the establishment of service learning projects. This session highlights the steps involved in establishing a service learning course with college seniors who learn the fundamentals of FL teaching while reaching out to local schools and exposing young learners to a foreign language and culture. Participants will be given ideas for establishing an after-school program and materials for planning and teaching individual lessons.

Theme: Advocacy and Policy

Language: English

Examples: English, German

Audience: College/University, All

S-085

CAAP Early Assessment Program for Ohio High Schools

Presenter: *Rebecca Bias, The Ohio State University Center for Languages, Literatures and Cultures, Columbus, OH*

This session will describe the CAAP Program at Ohio State's Center for Languages, Literatures and Cultures. CAAP is an early assessment program for third year students of Spanish, French, German and Chinese. The program is FREE to all Ohio high schools and is now in its 23rd year! CAAP tested over 3000 high school students in the spring assessments for 2014 and offers technology workshops and online interactive practice exams. CAAP Professional Development efforts include various Technology Training Workshops for participating schools at their sites. These include, among others: Audacity Audio

Recording Workshops (for easier and more efficient speaking assessment samples), Window Movie Maker Digital Composition Workshops, Mystery Skype and CAAP Grading Calibration Sessions. We also welcome CAAP groups each month to tour Hagerty Hall's World Media and Culture Center Facilities and experience the new distance technologies being developed for large and small venue language instruction. Please join us to take advantage of all that CAAP has to offer!

Theme: *Assessment*

Language: *English*

Examples: *Chinese, French, German, Spanish*

Audience: *HS*

S-086

Scholarship: AP Spanish Language Training in Sevilla: A Novel Perspective

Presenter: *Karen Rader Ritz, Upper Arlington (OH) High School*

The CSCTFL Scholarship Winner shares her Centro Mundolengua AP Spanish Language Summer workshop experience in Sevilla, Spain. Participants will learn about the CML program and the most current teaching techniques and learner strategies for the Spanish AP Language exam. AP language teachers will have an opportunity to share successful classroom practices.

Theme: *Curriculum and Articulation*

Language: *English, Spanish*

Examples: *English, Spanish*

Audience: *HS*

S-087

Cuba - Yesterday, Today, Tomorrow

Presenter: *Consuelo Blohm, Stow Munroe Falls High School (retired), Stow, OH*

As history is in the making in Cuba at the present moment, it's time to learn about Cuba's past & present—its history, politics, music, food, traditions... and to discuss the possibilities that lie ahead in the future. Teachers—particularly Spanish teachers—will find this cultural presentation very timely to present to their students as we all await what will unfold in this beautiful island in the near future.

Theme: *Culture*

Language: *English*

Examples: *English*

Audience: *MS/JHS, HS, College/University*

S-088

Don't just TELL me, show me! Engagement Strategies for Real Classrooms

Presenter: *Thomas Sauer, AdvanceLearning, Lexington, KY*

Teachers are often told to "keep all students engaged all the time". Easier said than done! Rarely do teachers have opportunities to observe effective engagement strategies in real classrooms. Embracing a seeing-is-believing approach to professional learning, this session will explore a variety of high-yield strategies through a new series of classroom videos that include reflections from teachers and students. These current videos allow teachers the opportunity to watch practices come alive, so that they may apply them in their own setting. Participants will also interact with other tools, such as a processing guide developed to facilitate professional learning built around the video modules, step-by-step directions for implementation, a research overview and more. Modules shared will focus on strategies that support hot-button issues for many teachers, such as the use of the target language, checking for understanding, and providing effective feedback to learners.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English*

Audience: *All*

S-089

Engage Students in Meaningful Research: Student-Led Research for Middle to Upper Level Modern Language Courses

Presenters: *Kristen Karolak and Georgina Milenius, University Liggett School, Grosse Pointe Woods, MI*

This presentation aims to share a curriculum design that empowers students to choose a theme or topic of interest at the beginning of the course and carry it forward throughout the year. The students engage in meaningful research using the target language outside of the classroom. They share regularly with their classmates the ways in which their findings relate and impact the cultural topics that are being addressed in the class. The session will explain the curriculum design for implementing such a research strand into any middle to upper level language course as well as share examples of themes explored, student work, and evaluation methods. Students who learn about a topic of personal interest for an extended period of time demonstrate higher engagement, are more interested in teaching others, and feel a greater sense of ownership of their work. Additionally, the language learning is extended beyond the class with the ultimate goal of creating students who are self-motivated to read and listen to videos and podcasts on their own– the ultimate hook into learning language and culture.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English French, Spanish*

Audience: *HS, College/University*

S-090

Growing Professionally with the AATSP: Programs, Resources, and Opportunities —

Presenter: *Emily Spinelli, American Association of Teachers of Spanish and Portuguese, Walled Lake, MI*

Participants in this session will learn about the numerous professional development opportunities within the American Association of Teachers of Spanish and Portuguese. This session will provide details about AATSP student activities including the National Spanish and Portuguese Exams, the *Sociedad Honoraria Hispánica*, and the Poster Contest. This session will also highlight faculty opportunities including the

generous study-abroad scholarship program, online classroom resources, webinars, and the annual conference. The session will end with a drawing for free AATSP memberships.

Theme: *Professional Development*

Language: *English*

Examples: *Spanish, Other*

Audience: *All*

S-091

La comida y la salud/Das Essen und die Gesundheit: A thematic unit implementing Ohio's New Learning Standards

Presenters: *Holly Mesmer & Richard Kiovsky, Hudson (OH) City Schools*

Attend this dynamic session and learn how to design a unit based upon current model curricula that supports the new ACTFL standards and engages your learners with authentic resources. Leave with an elaborated Level I unit on food and maintaining one's health, complete with ACTFL-based interpretive guides to accompany each authentic resource as well as daily plans, activities, formative assessments, and a unit IPA.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *German, Spanish*

Audience: *HS*

S-092

National Lampoon's: this is NOT a vacation.

Presenters: *Darla Miller and Robert Murray, Highland Local Schools, Medina, OH*

A veteran teacher (and founder of Mosaicex International Travel) and a former au pair discuss the tips, tricks and trials of creating an exchange program for local districts. During this session, this dynamic duo shares their experience with creating exchange programs with sister schools in France, China and Spain, all while helping you determine how to design a program that best fits the needs of your school. Presenters will also examine how funding, tour companies, insurance options, establishing connections and communicating with parents all contribute to the success of creating a solid exchange program. Whether participants are looking for an outside company to provide an organized tour, or hoping to create a full-fledged exchange program, this pair will make the process feel like a vacation.

Theme: *Culture*

Language: *English*

Examples: *English*

Audience: *HS*

S-093

Less Is More: The Art of Making It Stick

Presenter: *Laura Sexton, Gaston Early College High School, Dallas, NC*

Sick of covering instead of teaching? Do lessons have too many tenses, too much text, and too little time? Are students drowning in vocabulary and artificial scenarios they will never use again? Spending more time grading than communicating? Learn how to cut out the excess that distract students from language learning and motivate them to really use language with music and authentic audiences.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French, Spanish, Other*

Audience: *HS*

S-094

Using Film to Teach Social Justice in the Pre-Advanced Spanish Class

Presenters: *Karen Goering and Gabby Mikos, Glenbrook South High School, Glenview, IL*

This session will inspire teachers to use provocative films in order to engage students in the study of social justice through interpretive, interpersonal and presentational tasks. Presenters will focus on authentic Hispanic films that have been successfully used in Intermediate/Pre-Advanced Spanish classes.

Theme: *Activities and Strategies*

Language: English

Examples: *Spanish*

Audience: *HS*

S-095

Processing Instruction on the Acquisition of the Chinese Causative Construction with rang and the Chinese classifiers ba, tiao, tai, and zhang: The Roles of Explicit Information and Structured Input Activities.

Presenters: *Laurene Glimois and Xinyi Tan, The Ohio State University, Columbus, OH*

Processing instruction (PI) is an instructional technique that places emphasis on the creation of optimal form-meaning connections by directing second language learners toward effective processing strategies. PI generally consists of two components: explicit information (EI) and structured input activities (SI). The question of whether EI when provided to learners about a linguistic target structure is useful has been the focus of a number of previous studies. When investigating the effect of EI in PI, despite their variations from VanPatten and Oikkenon's original research, these studies shared the same conclusions: EI is not a necessary part of PI, and SI alone is enough to improve acquisition. However, whether the aforementioned conclusions are limited to specific languages and linguistic structures remains largely uninvestigated, especially in regards to the Sino-Tibetan languages. In this session, we will present the design of an empirical study which is largely a replication of the VanPatten and Oikkenon study. It aims to further investigate the roles of EI and SI activities in PI by using two target structures in Mandarin: the causative construction with "rang", and the classifiers "bǎ"; "tào"; "tái", and "zhāng". The presenters

believe that the distinctive nature of these target structures will provide valuable Chinese data to PI research and deepen our understanding of the role of EI in PI.

Theme: *Research*

Language: *English*

Examples: *Chinese*

Audience: *College/University*

Session 6 - Friday 5:00 PM – 6:00 PM

S-096

AATSP Buckeye Swap Shop and Business Meeting

Presenter: *William Langley, Delphos (OH) City Schools*

AATSP Buckeye welcomes all Spanish and Portuguese teachers from the Central States area to the Buckeye State! All are invited and welcome to join us for the swap shop. Bring 20 copies of an engaging activity to share, and network with fellow Spanish and Portuguese teachers. A short business meeting will follow the swap shop for AATSP Buckeye members.

Theme: *Professional Development*

Language: *English, Spanish*

Examples: *Spanish*

Audience: All

S-097

Beyond L2: Writing in a Third Language

Presenter: *Nadya Tanova, University of Dayton (OH)*

Nowadays, to be literate in more than two languages is rather a necessity and multilingualism is rather the norm for many people around the globe. Yet, little is known about how multilingual writers construct texts and negotiate meaning as they shift between languages. This session will address the challenges third language (L3) learners face while composing in their foreign languages. Findings from research that investigated writing by the same writers across languages will be presented. The audience will learn about specific strategies L3 learners use while composing, as well as their perceptions about the role of languages in the composing process. The presenter will provide guidelines and ideas for considering various strategic, discourse, and linguistic practices aimed at developing relationships among language systems instead of isolating them.

Theme: *Research*

Language: *English*

Examples: *English, French, Italian, Spanish*

Audience: *College/University*

S-098

Beyond the "Alphabet Soup", We Still Have to Teach Content!

Presenter: *Barbara Reichenbach, Ohio University, Athens, OH*

World language teachers swim in an alphabet soup of letters like IPA, SLO, NL, IM, OPI, etc. They struggle to keep afloat and to adapt their teaching to these new requirements. But, they cannot ignore the fact that they still have to teach basic vocabulary and fundamental concepts so that students can achieve the required proficiency levels. A veteran teacher shows how to teach the basics with communication as the objective.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *HS, College/University*

S-099

Breathe Life into Reading to Increase Student Engagement and Comprehension

Presenters: *Cynthia Hitz and Krista Kovalchick, Palmyra Area (PA) School District*

Digital Storytelling, augmented reality, photo apps, sound effects of chapter key words, student actors, and teamwork can add spark to any novel. Come see how these strategies can breathe life into reading with your students, increasing student engagement and comprehension, as well as use of the target language.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French, Spanish*

Audience: *HS*

S-100

Digital Storytelling: The transformative use of technology in FL classrooms

Presenters: *Gaby Semaan and Kasumi Yamazaki, The University of Toledo (OH)*

Storytelling is a traditional art of communication practiced by every culture. Participants will explore different ways in which they can integrate digital story telling projects in their classrooms. Presenters will also share sample projects.

Theme: Technology

Language: English

Examples: Arabic, Other

Audience: HS, College/University

S-101

Educational Innovation Model: National Language Flagship Program

Presenter: *Sibel Ariogul Crum, Indiana University, Bloomington, IN*

The Language Flagship Program, a federally funded initiative, provides American undergraduate students an opportunity to immerse themselves in a rigorous domestic critical foreign language program, in addition to being part of a yearlong, overseas training in the target language. Using the Turkish Flagship Program as an example, the presentation will focus on multiple pervasive active language learning strategies to move forward from zero beginner level to ACTL Advanced High/Superior and ILR 2+/3 Levels in four years. It will also share the dynamic curriculum and extracurricular goals used to make the students multilingual and active participants in a globalized environment.

Theme: *Research*

Language: *English*

Examples: *English*

Audience: *College/University*

S-102

Flipped Spanish Classroom: Enhanced and Enriched with Effective Technology Use

Presenter: *Heather Potter, Cheney (KS) Unified School District #268*

Looking for more time for activities in the classroom? Searching for ways to add student excitement to the curriculum? After two years of 1:1 MacBook implementation with her high school students, the presenter discovered many useful tools for effective technology use. From project enhancements and glimpses abroad to pre-made program implementation and creation/discovery, she will share her experiences and resources for successful technology implementation within the flipped Spanish classroom.

Theme: *Technology*

Language: *English*

Examples: *Spanish*

Audience: *HS*

S-103

Fostering the Acquisition of Academic Language while Developing Communicative Competence

Presenters: *Annis Shaver, Louise Grandouiller, and Erin Weber, Cedarville (OH) University*

With the push for language learners to develop communicative competence in their target languages, the goal of developing academic proficiency is often neglected, especially at the early learning stages. Presenters offer strategies for fostering early academic language proficiency while expanding communicative competence in the college-level beginning and intermediate language classrooms.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *English, French, German, Spanish*

Audience: *College/University*

S-104

German Teachers' Meet and Greet

Presenter: *Deborah Page, University of Cincinnati (OH)*

The Ohio Chapter of the American Association of Teachers of German welcomes you to Ohio and invites all who teach German (K-16+) to join us for a meet and greet session. We will discuss the state of German education across the region and get to know each other.

Theme: *Professional Development*

Language: *English, German*

Examples: *English, German*

Audience: *All*

S-105

Hook, Line & Sinker: Engaging Students for Optimal Learning

Presenter: *Kristopher Morehead, Pipkin IB/MYP World School, Springfield, MO*

Imagine a classroom where creativity and curiosity thrive. A classroom where students are engaged in fun, meaningful activities that enhance their language development. A place where students take risks to communicate in the target language. Come learn how to reel them in hook, line & sinker!

Theme: *Activities and Strategies*

Language: *English*

Examples: *English, French, German, Spanish*

Audience: *MS/JHS, HS*

S-106

How to Deepen Reading Comprehension

Presenter: *Mira Canion, Northglenn (CO) Middle School*

How do we really know if students comprehend a text? Do all our activities improve student proficiency? See how reading activities fit together from start to finish. Experience how to engage students while deepening their reading comprehension by scaffolding vocabulary, personalizing materials, and deepening their background knowledge in longer, complex readings.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English, Spanish*

Audience: *All*

S-107

How to Incorporate All Modes of Communication Into Each Lesson Plan While Using Authentic Materials

Presenter: *Veronica Brightman, Franklin (OH) High School*

Experience what the presenter's students experience each day. On a daily basis this instructor incorporates all modes of communication while using at least one authentic resource. Participants will be provided with pacing guides and rubrics, a long resource list for authentic materials, activity worksheets, and additional ideas to fit individual styles of teaching.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English, Spanish*

Audience: *HS*

S-108

La Animacion de la Lectura en la Clase de Espanol Como Lengua Extranjera

Presenter: *Diego Ojeda, Louisville (KY) Collegiate School*

"Animacion de lectura" is a reading workshop focused on presenting and practicing strategies to animate reading in Spanish as a second language class. *"Animacion de lectura"* has proven techniques that motivates and engages students when reading in the L2.

Theme: *Activities and Strategies*

Language: *Spanish*

Examples: *Spanish*

Audience: *All*

S-109

Making the Most of Your Classroom Library

Presenter: *Michelle Kindt, Hershey (PA) High School*

Got compelling content? This session presents tips and strategies to obtain, organize and utilize a target language classroom library based on Free and Voluntary Reading practices à la Stephen Krashen. Participants will engage in activities using an on-site classroom library.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French*

Audience: *MS/JHS, HS*

S-110

Music and Movement Games That Make Pronunciation Practice FUN!

Presenters: *Jessica Valentino And Jenna Hall, Noble Elementary School, Cleveland Heights, OH*

Teachers of ALL languages and ALL grade levels will participate in engaging interdisciplinary music and movement games that will help students to focus on pronunciation, all the while using songs and rhymes that develop cultural and historical understandings regarding the target culture. These games can be adapted for elementary, middle, or high school learners and are flexible enough to use virtually any song, poem, or rhyme. Come ready to play!

Theme: *Activities and Strategies*

Language: *English*

Examples: *Chinese, English, ESL, French, Spanish*

Audience: *All*

S-111

Stay in the Game: Show Me and I Can-Do!

Presenters: *Lisa Lilley, 2010 ACTFL Teacher of the Year, Springfield (MO) Public Schools; Jeffrey Karr, Central High School, Springfield, MO*

Coaches know how to keep athletes working through challenges to reach the next level of play. The same can apply to language educators who help their students build skills to increase proficiency. In this interactive session, the presenters will demonstrate various activities that help language learners experience success. Participants will gain a treasure trove of resources and strategies. All are aligned with ACTFL Can-Do Statements that promote even more effective language learning and encourage our students to stay in the game.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French, Spanish*

Audience: *All*

S-112

Students' Perceptions and Opinions about Foreign Language Instructors

Presenters: *Brian Hunter and Sheri Barksdale, University of Cincinnati, Blue Ash, OH*

What do students think about their foreign language instructor? Students of foreign language may have an instructor who is a native speaker or one who is a non-native speaker. They also may have had both in years past. This session will report on the findings of a survey given to college students that uncovered their perceptions and opinions about their current language instructor. Additional results will be discussed about those who have had a native and a non-native instructor and which instructor they prefer, why and if their language needs were met. The results will be correlated to previous studies that have been done on this topic.

Theme: *Research*

Language: *English*

Examples: *English*

Audience: *College/University*

S-113

Tweets for Teachers

Presenters: *Robin Boling, Peebles (OH) High School; Debbie McCorkle, Unioto High School, Chillicothe, OH*

Twitter is not just for students! Ever wondered what the big deal was about Twitter but weren't sure where to start? Learn how to create real-world assignments for your students by connecting them to native speakers of the target language. Browse a source of infinite authentic texts and resources for your lessons. Connect with teachers from all over the world and join a cutting-edge Professional Learning Community. This session is open to all teachers interested in trying out Twitter in the classroom or for their own professional growth.

Theme: *Technology*

Language: *English*

Examples: *French, Spanish*

Audience: *All*

S-114

Teaching for Proficiency: Seven Practical Strategies That Work

Presenter: *Anneris Coria-Navia, Andrews University, Berrien Springs, MI*

This session will focus on practical strategies that can be used to modify teaching in order to prepare students for authentic communication.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English*

Audience: *College/University*

S-115

The AATF–Ohio Chapter's Annual Reception and Meeting

Presenters: Lucas Hoffman, Sylvania Schools, Toledo, OH; Karine Daddah, Wright State University, Dayton, OH

The American Association of Teacher's of French–Ohio Chapter's annual reception and meeting is open to all members and those considering joining AATF. A relaxed discussion will include the promotion of French language and francophone cultures, advocacy, program building, *la semaine du français, le Grand Concours, la Société Honoraire de français*, updates on grants and scholarships, as well as news from AATF-Ohio and National. *La réunion sera conduite en français.*

Theme: *Professional Development*

Language: French

Examples: *French*

Audience: *All*

S-116

The Professional Development Implications of Co-Teaching in the Second Language Classroom

Presenters: *Rose Egan, Cathedral High School, Indianapolis, IN; Katrina Reinhardt, University of Indianapolis (IN)*

What is co-teaching? What are the strengths, benefits, and challenges of a co-teaching experience? How might teachers be able to improve their practices through a co-teaching experience? Come to this session to learn how these questions were answered both via survey and through an authentic co-teaching experience amongst university and high school teachers.

Theme: *Professional Development*

Language: *English*

Examples: *Spanish*

Audience: *HS, College/University*

S-117

Foreign Language as a Global Competency and the U.S. Foreign Language Deficit: Foreign Languages as a Career Asset

Presenter: *Kathleen Stein-Smith, Fairleigh Dickinson University, Teaneck, NJ*

Foreign languages are an essential global competency, but Americans lack foreign language skills. This presentation will explore the need for foreign language skills in the U.S., the consequences of the U.S. foreign language deficit, and the professional opportunities for students who develop these needed foreign language skills.

Theme: *Advocacy and Policy*

Language: *English*

Examples: *English*

Audience: *All*

Session 7- Saturday 8:00 AM – 9:00 AM

S-118

Andean Culture in the Classroom

Presenter: *Jason Sinclair, Rockwood Summit High School/Academia Latinoamérica, Fenton/Cusco, MO/Peru*

After winning the Academia Latinoamérica scholarship for study abroad in Cusco, Peru, the presenter reflects on how his experiences inform pedagogy and ways in which the cultural competency of his students have increased. A short video will be shown to highlight elements of Andean culture.

Theme: *Culture*

Language: *English, Spanish*

Examples: *English, Spanish*

Audience: *All*

S-119

Best of Illinois: Adapting Authentic Resources for ALL Proficiency Levels

Presenters: *Ellen Ericson and Jackie Risley, Mahomet – Seymour High School, Mahomet, IL*

Explore the benefits of using authentic resources in your classroom. We will share our go-to places for blogs, websites and Pinners. Participants will learn how to adapt authentic resources for a variety of proficiency levels. We will share how we use resources in a variety of language functions and communicative modes.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *Spanish*

Audience: *All*

S-120

Using Authentic Resources Across All Levels

Presenters: *Lisa Sobb and Lucas Hoffman, Sylvania (OH) Southview High School*

Finding authentic resources is a time-consuming process, so make the most of your efforts by using the same resource with multiple levels of students! Learn how to develop appropriate activities for all levels of students and share some tips and tricks about modifying tasks for different proficiency levels.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *French, Spanish*

Audience: *HS*

S-121

Intercultural Learning in the Language Classroom

Presenters: *Elke Lorenz, Manhattan (KS) High School; Bettina Hoops, University of Michigan, Ann Arbor, MI*

Foreign language instructors have a responsibility to integrate the teaching of culture in the language curriculum to help students appreciate the richness and diversity of other cultures and to better understand their own. In this session participants will understand the definition of "Intercultural Learning" and will

learn to apply the theory and teaching strategies in the classroom. There will be short and engaging activities to demonstrate these concepts.

Theme: *Content Areas*

Language: *English*

Examples: *German*

Audience: *HS*

S-122

Scholarship: The Cemanahuac Scholarship Winner Presentation

Presenter: *Christine McCormick, Waukee (IA) Prairieview School*

The Cemanahuac scholarship winner will discuss her experiences.

Theme: *Professional Development*

Language: *Spanish*

Examples: *English*

Audience: *All*

S-123

Exhibitor Session: The 5 Pillars of LSP: Curriculum Considerations when Teaching Languages for Specific Purposes

Presenter: *Rory Foster, Common Ground International, Denver, CO*

LSP courses and program have distinct curricular needs that must be addressed if you want your courses to be effective. Whether you're already teaching LSP courses, or you're just beginning to lay the groundwork for a LSP program, make sure you've thoughtfully considered these 5 critical components of an effective and sustainable LSP curriculum. You can expect this to be an interactive and collaborative session on effective LSP curriculum.

Theme: *Languages for the Professions and Business*

Language: *English*

Examples: *Spanish*

Audience: *College/University*

S-124

Exhibitor Session: German + STEM = Make a difference!

Presenter: *Anja Schmitt, Goethe-Institut, Chicago, IL*

In this session, participants will learn about programs and events that the Goethe-Institut developed for young learners as well as for teachers. The focus will be on projects and best practice about German + STEM, especially about Sustainability, and teaching across the curricula.

Theme: *Curriculum and Articulation*

Language: *German*

Examples: *German*

Audience: *All*

S-125

Exhibitor Session: Inspire Learning: Move Towards Proficiency with High Engagement

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

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.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Chinese, Spanish*

Audience: *All*

S-126

Exhibitor Session: Reconnecting the split classroom in advanced French classes

Presenter: *Nathalie Gaillot, EMC Publishing, St. Paul, MN*

Enrollment numbers rarely allow for second-language French classes to consist of solely AP or IB students. Sometimes those students must coexist while walking towards separate goals; sometimes they are simply a minority in an otherwise advanced French class. The different focus of these two advanced programs poses a challenge for teachers in terms of curriculum, objectives, and methodological approach. How can one teacher effectively instruct a split class? Are AP and IB French students "stuck" together, or can they benefit from working with each other? What about students who are neither AP nor IB? In this presentation, we will examine how one textbook/curriculum may be adapted to both AP and IB to unite and strengthen a classroom split by different academic goals.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *French*

Audience: *HS*

S-127

Igniting Student Interest: Implementing a Genius Hour in the FL Classroom

Presenter: *Nicole Hanlon, Buckeye Valley High School, Delaware, OH*

Want to allow students to explore their own interests in the target language by creating a project that reinforces the unit material, all while hitting on the standards and including all 3 modes of communication? A Genius Hour-type project might be for you! After seeing a workshop at AATF in 2014, the presenter spent the past two school years implementing her own Genius Hour based on Google's

20% time. Come see what she's learned, what she's changed, and what a Genius Hour could do in your classroom!

Theme: *Activities and Strategies*

Language: *English*

Examples: *French*

Audience: *HS*

S-128

Integrating ACT Strategies and Standards in World Language Classrooms

Presenter: *Timothy Leffert, Piper High School, Kansas City, KS*

Many teachers hear students say that they are taking language courses to gain admission to college. With so many students taking college entrance exams we have the opportunity to incorporate those strategies and standards into our lesson planning. This presentation will discuss common ACT strategies and standards that can be integrated into the world language classroom. Examples of how current world readiness standards align with ACT standards and can be combined into the same lesson will be provided.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *Spanish*

Audience: *High School*

S-129

All Star Session: Adding Interpersonal Tasks to Your Palette

Presenters: *Michael Camp, Rich Central High School, Olympia Fields, IL; Kathryn Wolfkiel, Barrington (IL) High School; Jane Swisher, Deer Park Middle School, Lake Forest, IL*

In this fast-paced session, the presenters will discuss the key elements of an interpersonal task. Attendees will gain insight into planning, preparing and executing interpersonal tasks in their classrooms and reflecting on their relationship to summative assessments and unit goals. Take your simple conversational and communicative exercises and turn them into more meaningful and FUN activities that engage and inspire your learners!

Theme: *Activities and Strategies*

Language: *English*

Examples: *French, Spanish*

Audience: *All*

S-130

OFLA Public Relations and Advocacy Committee Meeting

Presenter: *Deborah Varga, Revere Local Schools, Richfield, OH*

The Ohio Foreign Language Public Relations and Advocacy Committee's annual meeting is open to all members and those considering joining the committee. A relaxed discussion will include topics related to world language advocacy as well as the committee's future goals and direction.

Theme: *Advocacy and Policy*

Language: *English*

Examples: *English*

Audience: *All*

S-131

Promoting the Cause and Busting the Myths: Increasing Enrollment and Interest in Your Program and Engagement in Your Classroom

Presenter: *Kandel Baxter, Valparaiso (IN) Schools*

Strategies and practical advice on how one German teacher has doubled the enrollment in the German program over four short years. Learn the persuasive arguments and methods implemented to promote your program and increase your enrollment.

Theme: *Advocacy and Policy*

Language: *English*

Examples: *English, German*

Audience: *All*

S-132

Stepping Away from a Grammar-based Syllabus: Student Perceptions on Learning for Cultural Competence

Presenter: *Mark Himmelein, University of Mount Union, Alliance, OH*

For the past decade, elementary students of German at the University of Mount Union have been taught German using an intercultural approach. Moving from a more traditional text to one which is genuinely culture-based has been a challenge for instructors and students alike. However, this approach, which is designed to guide students toward proficiency in both language AND culture, has proven successful. Students in the program, most of whom are there primarily to fulfill a language requirement, enjoy the addition of meaningful cultural content and find the courses more relevant than anticipated. This presentation will focus on what has been learned in terms of the challenges and the benefits of rethinking how elementary language classes are structured. The presenter will share personal experiences, teaching materials and student reactions to this curricular revision gathered over the past decade. Examples are applicable to other languages as well.

Theme: *Culture*

Language: *English*

Examples: *English, German*

Audience: *College/University*

S-133

Using Technology to Prepare for the AP Language and Culture Presentational Tasks

Presenter: *Milton Alan Turner, St. Ignatius High School, Cleveland, OH*

Providing AP Language and Culture students with authentic resources to prepare and practice the AP Language and Culture Exams' Persuasive Essay and the Cultural Comparison can at first seem a daunting task. However, technology can provide students practice in Interpretive Reading, Interpretive Listening, and Presentational Writing skills. In this session, participants will examine social media (Facebook pages and Twitter feeds), iPad apps, and web sites for international media outlets. They will explore how to use these resources to create engaging presentational and interpersonal activities for their students. By the sessions end, participants gain a working knowledge in creating activities in which students can practice and improve their Presentational Writing and Speaking and archive their productions on a YouTube channel. While examples are given primarily in French, they are applicable to the Spanish, German, and Italian exams.

Theme: *Technology*

Language: *English*

Examples: *French, German, Italian, Spanish*

Audience: *HS*

Session 8 - Saturday 9:30 AM – 10:30 AM

S-134

10 Steps to Creating an IPA

Presenter: *Lisa Shepard, Hilliard (OH) City Schools*

Interested in implementing Integrated Performance Assessments into your curriculum, but not sure where to start? This session will guide participants through the process of creating an IPA step-by-step, as well as provide links to numerous examples at all levels of proficiency.

Theme: *Assessment*

Language: *English*

Examples: *French*

Audience: All

S-135

50 Shades of Grades

Presenters: *Mercedes Koch and Ryan Rockaitis, Deerfield (IL) High School*

"How many points is this worth?" "Is this for a grade?" Sound familiar? Teachers must assess to assure that students are learning, but students are often too focused on grades. If you believe that the point is not the points, does your gradebook reflect that? Join the presenters as they share their journey to create grading and assessment practices that accurately reflect students' proficiency and motivate them to achieve even more. They will discuss the difference between assessing and grading, how to create

student-friendly and teacher-friendly rubrics, and how to motivate students to participate and do homework without grades.

Theme: *Assessment*

Language: *English*

Examples: *English, Spanish*

Audience: *MS/JHS, HS*

S-136

Digital Language Learning: Bringing Community to the Classroom

Presenters: *Leah McKeeman, Kansas State University, Manhattan, KS; Blanca Oviedo, Barton County Community College, Wakefield, KS*

This presentation will disseminate digital language learning tools that foster communicative and cultural competency while supporting the community standard. Specific examples will be highlighted regarding how these tools can be integrated to enhance standard-driven instruction and P21 skills. The Technology Evaluation Rubric for Communicative & Cultural Competence (Communities) (TERCCC-Communities) will be distributed. Data will be presented regarding how students and teachers perceived the connection between language learning, cultural competency, and communities within a globalized world.

Theme: *Technology*

Language: *English*

Examples: *Spanish*

Audience: *College/University*

S-137

Best of Indiana: 90% target language? Really?!?

Presenter: *Elisia Beutlich, Chesterton (IN) High School*

Yes, really! ACTFL recommends at least 90% target language usage in the classroom. But, achieving that goal might seem like a daunting task. Participants will take away practical tips for helping to increase target language usage in the classroom. They will also discuss specific activities and ideas which are designed to engage students in the target language. The majority of examples are designed for level 3 and above but can be modified for lower levels.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English, French*

Audience: *HS*

S-138

Comprehensible Input the Easy Way

Presenters: *Nelly Hughes, Benjamin Logan High School, Bellefontaine, OH; Kelsy Wermer, Westlake School District, Lakewood, OH*

Presenters will demonstrate the use of different Comprehensible Input reading and listening activities that add personalization, repetition of high-frequency words and phrases while staying in the target language. For the past year, they have been building a "bank" of their favorite CI activities created or adapted from different blogs, workshops, and conferences. Come learn and practice with them and leave with ideas that can be used as soon as you get back to your classroom.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *HS*

S-139

Cross-Lingual Approaches for the Beginning Levels

Presenters: *Tricia Fellinger, Upper Arlington (OH) High School; Anka Fehling, Central Agency for Schools Abroad, Bonn, Germany*

Using a cross-lingual approach in teaching exploratory and beginning levels of world language courses can motivate students to learn a new language. In this session participants will see examples of using cross-lingual activities such as comparing languages and helping students make personal and meaningful connections to familiar concepts in fun and interesting ways. Participants will also learn how these activities can be used to support the students' development of intercultural competence.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English, French, German, Russian*

Audience: *Elementary, MS/JHS, HS*

S-140

Exhibitor Session: Build Proficiency in Interpersonal Speaking and Writing

Presenter: *Ken Stewart, Vista Higher Learning, Boston, MA*

Participants will learn engaging strategies to build proficiency in interpersonal speaking and writing from Novice to pre-Advanced. Using a variety of practical, communicative activities, the presenter will model strategies to enhance interpersonal communication and enliven your classroom. The presentation will be in English, with examples in Spanish; applicable to all languages.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *HS*

S-141

Exhibitor Session: Ethno-Comedy *auf Deutschlands Bühnen: Komik (in) der Migrationsgesellschaft Lachen über Herkunftsklischees - und über sich selber*

Presenters: *Irene Mrázek and Anka Fehling, German Central Agency for Schools Abroad, Bonn, Germany and Chicago, IL*

After providing an explanation of the term Ethno-Comedy, this session gives you recent examples of this form of stand-up comedy from Germany (including Abdelkarim, Kayar Yanar, Bülent Ceylan, Dave Davis). Ideas for the use of Ethno-Comedy in advanced German lessons in high school and college will be developed and discussed.

Theme: *Culture*

Language: *German*

Examples: *German*

Audience: *HS, College/University*

S-142

Exhibitor Session: Keeping the C in CI

Presenter: *Carol Gaab, TPRS Publishing, Inc. / Fluency Matters, Chandler, AZ*

Successful language learners share one critical element: All have had access to a great deal of Comprehensible Input. Learn how to provide CI in various forms and in multiple contexts, how to make any resource comprehensible and how to use CI to foster continuous interaction in the target language. Participants will see actual lessons, view classroom video clips and experience strategies first-hand through an interactive demonstration. They will leave armed with tools and resources to create lessons that naturally inspire comprehensible output and ultimately result in SLA.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English, Spanish, Other*

Audience: *All*

S-143

How to Make Your Students Love Chinese in the First Ten Minutes

Presenter: *Yu Ma, The Blake School, Hopkins, MN*

This presentation is about how to create the classroom environment that can promote interaction between learners and teacher. Presenter will share ideas that will encourage 100% student engagement.

Theme: *Activities and Strategies*

Language: *Chinese*

Examples: *Chinese*

Audience: *All*

S-144

Integrating Apps and Tech Tools into a 90%+ TL Classroom

Presenter: *Cynthia Hitz, Palmyra Area (PA) School District*

Do you teach in a classroom that is focused on 90% target language through comprehensible input and are unsure how to integrate technology tools into your lessons without losing focus on the language? This session highlights several key websites and mobile apps that increase student engagement and track students' progress without sacrificing the use of 90% target language and comprehensible input.

Theme: *Technology*

Language: *English*

Examples: *French, Spanish*

Audience: *HS*

S-145

Promoting French Programs in the Face of Outside Challenges

Presenters: *Jayne Abrate and Ann Sunderland, AATF, Marion IL and Independence, MO*

As schools and universities respond to external political and economic challenges, French teachers must develop new strategies, arguments, and documents to support the continued importance of French as a global diplomatic, economic, and cultural force.

Theme: *Advocacy and Policy*

Language: *French*

Examples: *French*

Audience: *All*

S-146

Seven Activities that Spark, Ignite and Energize

Presenters: Lisa Lilley, *2010 ACTFL Teacher of the Year, Springfield (MO) Public Schools; Mira Canion, Northglenn (CO) Middle School*

How do we create activities that invite students to walk the path of proficiency? Just one tweak in a lesson can motivate learners. The presenters will model a unit that can work for novice speakers on up with activities that promote inquiry and acquisition through culture, variety, accountability, social awareness and fun.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *MS/JHS, HS*

S-147

Conectándonos con nuestra comunidad: Involucra a tus estudiantes en el servicio a otros, como una manera para practicar lo que aprendieron

Presenter: *Benjamin Navarro, Grace College, Winona Lake, IN*

Connect students with the target culture at home. Design a service project to engage the community in a significant and relevant way. Students discover the importance of using their language skills while contributing to improve the health conditions of under-served people in the area.

Theme: *Culture*

Language: *Spanish*

Examples: *Spanish*

Audience: *HS, College/University*

S-148

Tapping Into the Power of Your Alumni: Ohio-Japan Alumni Network

Presenter: *Janet Stucky Smith, The Ohio State University, Columbus, OH*

What better way for students in foreign languages to see the potential path their careers can take than by listening to alumni from their program? The Institute for Japanese Studies at The Ohio State Universities created the Ohio-Japan Alumni Network (OH-JAN) to connect alumni from K-16 Japan-related programs in Ohio (language study, internships and study abroad) with the students of their alma mater. OH-JAN members serve as mentors and advocate for careers using Japanese through email, video, webinar, or in-person interactions and supporting the students in Japan-related programs at K-16 institutions across the state. Recorded videos, "The Role Japan-related programs played in my life and career," help not only students but also parents and teachers understand potential career paths. Alumni can also serve as a conduit to develop internships or other programs at their companies for current Japanese students. This presentation discusses steps taken to form and grow OH-JAN.

Theme: *Languages for the Professions and Business*

Language: *English*

Examples: *English, Other*

Audience: *College/University*

S-149

Where's the Fun?

Presenter: *Rebecca Wiehe, Hudson (OH) High School*

It seems like tests have taken over our lives and our classrooms. These days we spend more and more time focused on proving to others what our students know and can do rather than celebrating their skills and encouraging them to take risks and enjoy themselves with language. In this session we will strive to find a balance. How can we prepare for assessments and still make learning fun? Examples and handouts will be provided.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English, Spanish*

Audience: *HS*

Session 9 - Saturday 10:45 AM – 11:45 AM

S-150

Integrated Performance Assessments: Where to Begin?

Presenters: *Jill Gomez, Miami University, Hamilton, OH and Leah Henson, Miami University, Middletown, OH*

This session is for Spanish teachers who would like to begin including IPAs in their classrooms but aren't sure how to begin. Presenters will review strategies to locate authentic resources and to begin creating components of IPAs. Specific Spanish-language resources will be shared for the novice and intermediate levels, including infographics, articles, and videos. Presenters will also share a range of activities and assessments used in their classes across the three modes. Participants can access samples and additional lesson plans via Google Drive throughout the session and beyond.

Theme: *Assessment*

Language: *English*

Examples: *Spanish*

Audience: *HS, College/University*

S-151

A Beginner's Guide to Google Drive in the WL Classroom

Presenter: *Lisa Sobb, Sylvania (OH) Southview High School*

Heard the buzz about Google Drive? Interested in learning how to better use it in the classroom? This session is a quick tutorial of the basics of Google Drive for absolute beginners.

Theme: *Technology*

Language: *English*

Examples: *English*

Audience: All

S-152

AIM-ing for Proficiency, you CAN-DO it!

Presenter: *Kristopher Morehead, Pipkin IB/MYP World School, Springfield, MO*

Proficiency-based learning allows students to communicate rather than conjugate and focus on what they CAN-DO rather than what they cannot. Learn to empower students to take risks, create in the target language and achieve a working proficiency through comprehensible input and AIM language learning.

See how a proficiency-based curriculum allows you and your students to transition from language study to language acquisition.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French, Spanish*

Audience: *MS/JHS, HS*

S-153

Best of Kansas: Your Single Best Day

Presenter: *Karen Tritt, Blue Valley West High School, Overland Park, KS*

Are you ready for your single best day of the year? Imagine it: students totally engaged, differentiated instruction to meet all learning styles and skills, an authentic assessment that combines interpersonal and presentational modes, rich use of the target language, much laughter, high student involvement, and low teacher administration. And yes, there's more. It works for all languages and all levels. This session focuses on only one instructional assessment/strategy -- which makes it easy to use and implement. Participants will walk away with a clear, useful, adaptable, and high-interest activity that will be one of the highlights of your students' language journeys as well as a language assessment for the instructor. The presenter will have you actively participating so you can envision how it would work in your classroom.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *MS/JHS, HS*

S-154

Celebrating the World: Teaching the Holocaust and Language Acquisition During a Study Abroad Trip

Presenter: *Susanne M Wagner, University of St. Thomas, St. Paul, MN*

This session is a recap of the J-Term class "Berlin Yesterday & Today: The Holocaust and coming to terms with the past," which had a cultural-historical and a language acquisition focus. During the month abroad, students were introduced to different forms of response to the Holocaust in literary and cultural products. More than eighty years after the onset of the Third Reich the Holocaust still engenders public debate and political decisions. The topic raises significant universal concerns and is of interest to our students as citizens of a diverse Nation. In this session, cultural-historical aspects and pedagogical-methodological questions will be discussed within the historic topic. Examples will show how P21 skills align with the 5 Cs and the 3 Ps.

Theme: *Culture*

Language: *English*

Examples: *German*

Audience: *All*

S-155

Coaching for Performance: Moving Students From Novice to Intermediate

Presenter: *Linda Egnatz, 2014 ACTFL Teacher of the Year, Lincoln-Way North High School, Frankfort, IL*

Become your students' language coach. After an overview of language proficiency levels, participants will learn practical classroom strategies that move students from novice to intermediate in both speaking and writing. Activities designed to expand student use of the target language to support the Seal of Biliteracy and/or student growth measures will be shared including the use of student Interactive Notebooks.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *HS*

S-156

Collaborative Literacy: Active Strategies for Reading and Listening

Presenter: *Joshua LeGreve, Green Lake (WI) Public Schools*

Need some fresh strategies to promote literacy skills while getting students to work together collaboratively? This session will focus on small group strategies that get students to actively engage in their reading and listening! Examples in Spanish, strategies are universal.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English, Spanish*

Audience: *HS*

S-157

Exhibitor Session: Beyond Vocabulary: Experiential Travel Worldwide

Presenter: *Debra Ruzbasan, Ed-Ventures, Inc., Rochester, MN*

Overseas travel can open a door to a world of experiences for your students. Explore various government structures by visiting NATO, the European Union Headquarters, reigning monarchies, and parliaments. History comes alive at palaces and castles, battlefields and war memorials. See how Costa Rica is meeting environmental challenges. Read Victor Hugo and Moliere as preparation for a visit to France. Perform scenes from Shakespeare in Verona, or Aristophanes' Greek Comedies at the theater at Dionysus. Visit factories and laboratories to see how other countries are combating medical, scientific, and ethical challenges. See animals in their natural environments. The options are endless.

Theme: *Content Areas*

Language: *English*

Examples: *English*

Audience: *All*

S-158

Exhibitor Session: Spanish in the Secondary Grades and the Common Core: What Are the Curricular Implications for the Spanish Classroom?

Presenter: *Rebecca Carranza, Santillana USA Publishing, Miami, FL*

Participants explore the Common Core Standards in the Spanish classroom, its alignment with the National Language Standards, the Common Core en español, the ACTFL/CCSSO Crosswalk and how instructional materials must support the CCSS. Presenter will also share information about a new Program and Student Certification and Summer Inservice Abroad Program.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *Spanish*

Audience: *HS*

S-159

Exhibitor Session: Targeting 90%: Content Lessons in Art and Literature for the Non-Immersion Classroom

Presenter: *Diana Moen, EMC Publishing, St Paul, MN*

French teachers learn strategies to connect students meaningfully to francophone visual arts and literature with engaging activities in an immersion environment. Ready-made activities that the presenter will offer to attendees allow for student growth in all the modes of communication as students move from personalizing art and literature to critical thinking about these cultural products. Specifically, teachers learn how to teach basic art terms, help students recognize the characteristics of certain artists and identify paintings as belonging to specific art movements, all the while keeping to the themes and content of whichever textbook they use. As for literature, teachers learn how to get students to think critically using tools such as graphic organizers to identify cultural inferences in francophone texts. Ideas for project-based learning and assessment give students the opportunity for creative expression all the while using their new language and culture knowledge and skills.

Theme: *Activities and Strategies*

Language: *English, French*

Examples: *English, French*

Audience: *All*

S-160

Exhibitor Session: Engage, Motivate and Challenge with the New *¡Qué chévere!* Spanish Program

Presenters: *Alejandro Vargas and Kristin Hoffman, EMC Publishing, St. Paul, MN*

Looking to engage and have your 21st century students really proficient in Spanish? Come discover EMC's new Spanish program *¡Qué chévere!* which includes abundant communicative interpersonal, presentational and interpretive activities; exiting culture content focused on the practices, products, and perspectives of the Spanish-speaking countries; and activities for community building in the classroom and online. Student learning is framed with an essential question to provide a richer learning experience. Project-based activities, for learning or assessment, provide students immersion experiences in Spanish

language and culture. The new program includes a revolutionary language-learning environment, Passport! where blending learning will be possible.

Theme: *Curriculum and Articulation*

Language: *English, Spanish*

Examples: *English, Spanish*

Audience: *All*

S-161

Integrating Culture, Content and Language in the Learner-Centered Classroom

Presenter: *Laura Terrill, National Foreign Language Center, Riverdale, MD*

Participants will begin by considering the STARTALK at-a-glance documents that highlight key principles for the integration of culture, content and language in the learner-centered classroom. Emphasis will be placed on the design of standards-based thematic units that allow learners to use the target language as they work with the cultural and content goals of the unit. Participants will experience activities and tasks that promote the principles of a learner-centered classroom.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *French, Spanish*

Audience: *All*

S-162

It All Starts with Proficiency: Connecting Assessment and Learning

Presenters: *Paul Sandrock, American Council on the Teaching of Foreign Languages, Alexandria, VA; Pete Swanson, Georgia State University, Atlanta, GA*

Proficiency is at the core of language learning, from measuring progress to identifying effective strategies for learning. What can learners do at each proficiency level (Novice, Intermediate, Advanced)? What does it take to move to the next level? Use ACTFL's research-based resources to plan standards- and proficiency-based instruction and assessment.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *English*

Audience: *All*

S-163

Japanese: 90% Target Language

Presenter: *Iya Nemastil, Marysville (OH) High School*

Challenging the myth of Asian language difficulty, this presentation will offer successful strategies for creating a communicative classroom through teaching in the target language. Teachers can use this

method to increase language proficiency, allowing for standardization between college and high school classroom expectations.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Other*

Audience: *HS*

S-164

Once Upon a Time, I Killed Two Birds with One Stone: Making Authentic TL Folk Tales Comprehensible

Presenter: *Deana Kramer, Perry High School, Massillon, OH*

Do you want to use fairy/folk tales as authentic resources in your classroom but find them too difficult for your students? Do students need to be able to tell authentic stories as part of your state standards? In this session you'll learn how to tear these stories into comprehensible pieces and create reading, writing, listening and speaking activities that will give your students a real sense of accomplishment. Leave this session with examples and a list of resources in several languages to help you get started.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English, Spanish, Other*

Audience: *All*

S-165

An Introduction to the Oral Proficiency Interview

Presenter: *Kellye Guzik, Glenbrook North High School, Northbrook, IL*

What is the Oral Proficiency Interview (OPI)? How can teachers use their understanding of the OPI technique to build their students' speaking proficiency in their language of study? This session will introduce participants to the OPI, speaking proficiency levels, and include a brief discussion of how to apply proficiency levels to the classroom.

Theme: *Professional Development*

Language: *English*

Examples: *English*

Audience: *All*

Session 10 - Saturday 12:15 PM – 1:15 PM

S-166

"That was the coolest exam ever!"

Presenter: *Melissa Midcap, Fredericktown (OH) High School*

Students so excited for the final that they ask about it in September?! Learn how to conduct a 3-hour upper-level language exam through a murder mystery dinner party. The kids are so involved in the mystery game that they forget they're being graded!

Theme: *Activities and Strategies*

Language: *English*

Examples: *English, Spanish*

Audience: *HS*

S-167

Vertical Articulation of a 7–12 World Language Program

Presenter: *Lesley Chapman, Sycamore Community Schools, Cincinnati, OH*

Unless you are the only teacher in your department, you know the difficulties of collaborating with other language teachers to create a cohesive, articulated Jr. High and High School language program. We will talk about the importance of vertical articulation, how to make transitions between levels seamless, and how to create a proficiency-based program from novice to advanced.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *English*

Audience: *MS/JHS, HS*

S-168

¡Bailemos! ¡Traiga el baile, la música, y la alegría a su clase!

Presenter: *Angela Gardner, Ross Local Schools, Hamilton, OH*

Come learn basic steps for multiple Latin dances, as well as songs to pair them with. Take the dancing and music back to your classrooms to bring joy to yourself and students!

Theme: *Culture*

Language: *Spanish*

Examples: *Spanish*

Audience: *MS/JHS, HS*

S-169

10 Ways to Sneak Culture into Language Learning

Presenters: *Molly Jeon, Bloomington (IN) High School North; Keiko Kuriyama, Indiana University - Purdue University, Indianapolis, IN*

The presenters will introduce 10 activities that get the students so involved with the cultural experience that they are excited to use the target language to talk about it! These activities are brief and easy to implement by the teacher, and the concepts can be applied to many units with a small changes. The presenters will explain how each activity works through audience participation. Handouts will be provided. Examples will focus on Japanese culture but can be applied to any level language class.

Theme: *Activities and Strategies*

Language: *English, Other*

Examples: *English*

Audience: *HS, College/University*

S-170

***Ad Astra Per Apta*: Empowering Latin students through research-informed, real-life-tested teaching**

Presenter: *Justin Slocum Bailey, Indwelling Language, Ann Arbor, MI*

Most Latin teachers' training has left them under-informed both about how languages are learned and about many effective language-teaching methods. This session explores the implications of Second Language Acquisition research for Latin education and models several techniques Latin teachers and learners can use to make the most of the power of the human brain and the power of their language-learning communities. The session includes opportunities for discussion, sharing of ideas, and guided practice.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Other*

Audience: *HS*

S-172

Approaches to Grammar Instruction in Current Intermediate and Advanced Spanish Heritage Textbooks

Presenter: *Clara Burgo, Loyola University Chicago, Chicago, IL*

Most of the research on focus on form instruction for Spanish heritage learners has predominantly been on grammar acquisition. In fact, despite the increasing amount of textbooks addressed to this student population with an emphasis on grammar, there has not been a study on the analysis of Spanish heritage learners' textbooks regarding grammar instruction. Results show that traditional non-communicative explicit instruction of grammar through drills is still present in the analyzed textbooks but new ones shed some light towards the implementation of focus on form teaching techniques commonly used in the L2 classroom such as input-output activities.

Theme: *Activities and Strategies*

Language: *English, Spanish*

Examples: *English, Spanish*

Audience: *College/University*

S-173

Best of Minnesota: The Art of Engaging Novice Learners

Presenter: *Grant Boulanger, Skyview Middle School, Minneapolis, MN*

ALL our students can acquire language in a way that helps them achieve real proficiency and makes them want to continue learning. Widespread student success depends on us. Learn how the presenter's mantra of "Slow down and Simplify" can help make your life easier while ALL novice learners build more confidence, acquire language naturally and experience real JOY in the process.

Theme: Activities and Strategies

Language: *English, Spanish*

Examples: *English, Spanish*

Audience: *All*

S-174

CI Makes Everything Better: The Journey of a "Traditional" Teacher

Presenters: *Audra Jurmanovich and Tatiana Jordan, Stow-Munroe Falls (OH) City Schools*

Comprehensible Input techniques can improve any lesson or unit. Hear testimony from two "traditional" CI converts. This session will provide strategies and example activities for teachers who may still follow the format of a textbook and want to teach grammar. Learn how to "comprehensify" traditional activities and include CI techniques to engage students. Examples for lower and upper level classes.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *All*

S-175

Collaborative Learning: Putting Vocabulary and Grammar Rules into Practice

Presenter: *Glenda Christensen, University of Northern Iowa, Cedar Falls, IA*

Understanding how second language grammar works requires understanding the rule-system (the why question and how to do it). The group/pair activities facilitate understanding over memorizing explicit rules, provide confidence to speak in the target language, and contribute to storing information to apply in context. The focus of the activities in this presentation will provide some ideas to teach grammar in context and grammar and vocabulary review before tests.

Theme: *Activities and Strategies*

Language: *English, Spanish*

Examples: *Spanish*

Audience: *HS, College/University*

S-176

Strategies for Teaching Preservice Teachers to Write Aligned Lesson Plans

Presenters: *Anita C. Levine, SUNY Oneonta, NY; Bryan Drost, Firelands Local Schools, Oberlin, OH*

Lesson plan alignment to content standards is one of the most important things that can be taught to preservice teachers. In this session, presenters identify over 20 researched-based strategies that methods professors can use to help their preservice teachers master lesson plan alignment in a proficiency-based environment.

Theme: *Research*

Language: *English*

Examples: *English*

Audience: *College/University*

S-177

Connecting With *Antoine de Saint-Exupéry's LE PETIT PRINCE*

Presenters: *Judith M. Michaels, West DePere High School (retired), DePere, WI; Julia Price, Westosha Central High School, Salem, WI*

A critique of *Le Petit Prince* using literary elements to go beyond the friendship theme. Presented are a reading plan reflecting multiple proficiency levels and use of contextual practice, and a unit of study with assignments based on multiple intelligences. Both show a connection to the English Arts Standards and how the novel supports other content areas.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French*

Audience: *HS, College/University*

S-178

Connection Established: Lessons Learned from Offering First-Year German Online

Presenters: *Carly Lesoski and Adam Gacs, Michigan State University, East Lansing, MI*

The presenters will share tips and tricks learned from adapting their first-year face-to-face courses for online delivery. They will discuss design choices, technology usage, as well as affordances and challenges of teaching beginning learners through asynchronous and synchronous delivery modes. They will demonstrate how an online language learning community was established and how student interaction was supported through various technologies.

Theme: *Technology*

Language: *English*

Examples: *German*

Audience: *College/University*

S-179

Content Based Comprehensible Input

Presenters: Carrie Toth, 2014 CSCTFL Teacher of the Year, Carlyle (IL) High School; Carol Gaab, TPRS Publishing, Inc. / Fluency Matters, Chandler, AZ

How can teachers help their students gain proficiency in the language while drawing on resources available through modern technology? This is a common question while trying to navigate the waters of language education in the 21st century. Participants will be encouraged to find ways to design content-based units that incorporate culture and technology and will help students achieve not only their language learning goals but greater fluency as well.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English, Spanish*

Audience: *All*

S-180

A Classroom Application of "Bright Spots Research"

Presenter: *Susan Knight, Central Michigan University, Mt. Pleasant, MI*

This session focuses on a semester-long project to examine and define "best practices" in foreign language teaching and learning. The project involved visitation of more than 30 classrooms and was accompanied by teacher and student interviews. The presenter will discuss the selection process, share the elements these programs had in common, and give samples of various assessments and tasks used in these classes.

Theme: *Research*

Language: *English*

Examples: *Spanish*

Audience: *College/University*

S-181

Gamifying Grammar: Increasing Student Motivation to Learn Grammar Through Gamification

Presenter: Maria Slusarek, Pulaski (WI) High School

Empower students, enrich their learning and level up the classroom with a video-game based approach to grammar. Students will take on a new identity, complete tasks, and discover the deeper understandings of essential questions. In this presentation attendees will learn how to differentiate their classroom and assess students in a variety of ways. Students will be motivated to learn like never before!

Theme: *Activities and Strategies*

Language: *Spanish*

Examples: *Spanish*

Audience: *HS*

S-182

Looking for Resources? Ohio's Model Curriculum Has Something for Everyone!

Presenter: *Paula Sondej, Ohio Department of Education, Columbus, OH*

Need information on designing curriculum? How to write IPAs? How to find authentic resources? Ohio's Model Curriculum has the information that teachers want and need. Let the presenter walk you through Ohio's website and show you what is available for all teachers.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *English*

Audience: *All*

S-183

One State's Attempt to Measure Program Quality

Presenters: *Leah McKeeman, Kansas State University, Manhattan, KS; Phyllis Farrar, Kansas Department of Education, Topeka, KS*

The Kansas World Language Advisory Council aims "to improve the quality and support the growth of teaching and learning of world languages in Kansas." Measurement of growth is straightforward; however, measurement of program quality can be more challenging. A survey of 13 indicators of quality was given to teachers statewide in 2012 and again in 2015; comparative analysis was performed. Trend data will be shared. Discover our approach to moving programs from "good" to "great".

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *English*

Audience: *College/University, Supervisor/Administrator*

S-184

Picture This: A Talking Classroom

Presenter: *Jacob Wettersten, Bloom Carroll (OH) High School*

It is hard enough to get students to speak in the target language. Come see a demonstration of an easily organized, fun way to encourage open speaking in class. It works in any language and at virtually any ability level. This activity has many different applications and can be one of those things that students ask to do regularly. Come ready to take away great ideas!

Theme: *Activities and Strategies*

Language: English, Spanish

Examples: *English, Spanish*

Audience: *All*

S-185

Proficiency Bound: Serious Communicative Activities Seriously Fun

Presenter: *Billie Hulke, Baylor University, Waco, TX*

Celebrate Communication, Promote Proficiency, Love Learning – This session highlights numerous interpersonal, interpretive and presentational activities and strategies that are designed to enrich our language programs and enhance our students' enjoyment of their proficiency journey.

Theme: *Activities and Strategies*

Language: *English, Spanish*

Examples: *Spanish*

Audience: *HS, College/University*

S-186

Qui suis-je? D'où viens-je? Un projet "Photo de classe" chez nous!

Presenter: *Catherine Ousselin, Mount Vernon (WA) High School*

Using the 2012 Web documentary, "Photo de classe" promoted by TV5 as inspiration, the presenter will share a thematic unit for all levels with essential questions and investigation on personal identity, national identity, and family origins that encompasses the vocabulary of the family, nationalities, physical and personal descriptions, and question formation with the end product of a class Web documentary. A complete unit plan and resources will be shared.

Theme: *Content Areas*

Language: *French*

Examples: *French*

Audience: *HS*

S-187

Internationalizing the Foreign Language Classroom

Presenter: *Nadya Tanova, University of Dayton, Dayton, OH*

The presentation outlines the design, methodology, and implementation of an intercontinental cross-cultural collaborative writing project that aims at internationalizing foreign language learning. The presenter addresses the factors considered in implementing the project and discusses its theoretic framework and the early findings. Various academic activities that contribute to incorporating international dimension into the FL classroom are suggested. In addition, the audience will learn how policies, pedagogies, and politics for internationalizing U.S. higher education institutions could contribute to the creation of global citizens and writers.

Theme: *Culture*

Language: *English*

Examples: *English, French*

Audience: *College/University*

S-188

Yes, We Can. Unpacking the Can-Do Statements

Presenter: *Todd Bowen, Niles Township High Schools District 219, Skokie, IL*

The NCSSFL-ACTFL Can-Do Statements describe what students are able to do based on their level of proficiency and the mode of communication. As educators, we can unpack these descriptors to re-pack our language programs into a dynamic performance-based program that showcases our students' skills. Come begin a transformational journey which focuses on what you can help your students learn to do with language.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *English*

Audience: *HS*

Session 11 - Saturday 1:30 PM – 2:30 PM

S-189

"Yes, and ... NOW!!" An Argument for Improvisational Theater Training as an Integral Part of Foreign Language Teacher Education

Presenter: *Susanne Even, Indiana University, Bloomington, IN*

This session will introduce basic improvisational theater techniques and their usage in foreign language education for both the classroom and in teacher training. It will be argued that improvisational theater techniques should feature in foreign language teacher education, due to their focus on spontaneity, flexibility, listening, tolerance of ambiguity, creativity and identity formation.

Theme: *Professional Development*

Language: *English*

Examples: *English*

Audience: *College/University*

S-190

3D Relational Data Base: A Tool To Change EVERYTHING

Presenter: *Tom Welch, T Welch Consulting, Chicago, IL*

This session is only for those willing to consider a world outside "the box", be it your individual classroom, your language, your school, your district, your country. Be among the first to get a glimpse of a tool that will help explode all of our assumptions regarding how language and other classes are organized and taught. This is an "Innovator's Session", meant for those with wild imaginations and a firm conviction that learning, and their role in the process can - and should be - very different in the future. This is not a vendor session; this is a prototyper's session. Come and see a future you haven't imagined.

Theme: *Technology*

Language: *English*

Examples: *English*

Audience: *All*

S-191

60 Treats for Your Bag of Tricks

Presenter: *Mercedes Koch and Ryan Rockaitis, Deerfield (IL) High School*

Did you hope to get one great idea from this conference? How about sixty? In this fast-paced session we will share sixty of our favorite ways to group, engage, challenge, and assess students. We will share a variety of strategies and resources that allow all students to use the target language in meaningful ways and achieve greater proficiency.

Themes: *Activities and Strategies*

Language: *English*

Examples: *English/Spanish*

Audience: *HS*

S-192

Best of Missouri: Bridging the Learning Gap through Differentiated Games

Presenters: *Christi Mills and Lauren Anderson, Raytown (MO) High School*

In this interactive session, teachers learn how to adapt games and fun class activities to a variety of learners. The presenters will discuss how a variety of grouping methods enhances performance of all learners so that everyone in the room is on-task and in the target language. Be ready to play some games! Examples are given in Spanish, but will be adapted to other target languages.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English, Spanish*

Audience: *MS/JHS, HS*

S-193

Celebrating the Francophone World

Presenter: *Randi Polk, Eastern Kentucky University, Richmond, KY*

Students are not always fully aware of the diversity of the Francophone world; and as such, an introduction to the geography of French speaking areas as well as the customs of those who live there, can enhance student learning and their appreciation of the French language. Understanding the richness and diversity of the Francophone world is important for future course work in French, global issues, business, and other disciplines. Participants will engage in discussion, and materials and lessons will be shared.

Theme: *Culture*

Language: *English*

Examples: *French*

Audience: *HS, College/University*

S-194

All Star Session: Arming Students for a World of Incomprehensible Input

Presenter: *Sara-Elizabeth Cottrell, Musicuentos, Louisville, KY*

Certainly, comprehensible input leads to language acquisition, but the fact is, outside the classroom (and sometimes inside!) the world is full of incomprehensible input. This session invites participants to explore how to give students their most effective tool in that world: circumlocution, the strategy of explaining concepts for which one doesn't have a word. A research-based approach (including a round of Taboo!) will show why and how students can practice circumlocution early and often.

Theme: *Research*

Language: *English*

Examples: *English*

Audience: *All*

S-195

Die Friedliche Revolution und die deutsche Wiedervereinigung

Presenter: *Siggi Piwek, Milwaukee (WI) German Immersion School*

This session is intended to provide German language and cultural teachers with ideas and materials to help their students to better understand the significance of the events of 1989 and 1990 in the former GDR, which led to the re-unification of Germany. Posters from the exhibit *Der Weg zur deutschen Einheit,* and selected scenes from the movie *Nikolaikirche*, and others will be used to present proven strategies and techniques to teach about universal ideas, such as the yearning for individual freedoms, the importance of civil courage, and the power of the individual to shape its destiny.

Theme: *Content Areas*

Language: *German*

Examples: *German*

Audience: *All*

S-196

Get in the Mode: Activities for Every Mode

Presenter: *Talia Block, School District 30, Northbrook, IL*

Gain a more in-depth look at the 3 modes of communication with activities for each mode. See how these activities can be used as formative checks and preparation for summative assessments and IPAs. Walk away with read-to-use ideas to implement right away.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *All*

S-197

Go Global! Connect with Classrooms Around the World

Presenter: *SuAnn Schroeder, School District of Marshfield, Marshfield, WI*

Discover ways to use technology, international projects and competitions to bring world classrooms together and develop global competence. Instill a love of languages in your students and give them a reason to want to speak! Participants will leave this session with ideas, sites and more to plan lessons that are globally engaged.

Theme: *Culture*

Language: *English*

Examples: *English, French, Spanish*

Audience: *All*

S-198

Incorporating Francophone North America into your French Program: The Why and the How

Presenter: *C. Brian Barnett, Indiana State University, Terre Haute, IN*

Exposing students to the varieties of French found on the American continent is one way to show administrators, parents, and students the relevance of studying French in the United States. Activities highlighting linguistic variation or cultural differences of these regions can easily be developed to supplement a pre-existing unit. In this session, the presenter will share why *la francophonie des Amériques* deserves a place in the classroom and give concrete ideas on how this goal can be achieved. Examples from Maine, Louisiana, and Saint-Pierre et Miquelon will be used. Lastly, the presenter will share some initial research from students who are taking an upper-division university course focusing on the francophone communities in the United States.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *English, French*

Audience: *HS, College/University*

S-199

International Spanish Academies: *Buenas prácticas en programas de inmersión en español*

Presenters: *Carlos Berrozpe, Education Office, Embassy of Spain, Indianapolis; Goretti Viñuales, Oak Hills School District, Cincinnati, OH*

The session will include a brief outlook of the programs that the Education Office for the Embassy of Spain in Indianapolis offers for K12 schools in Indiana, Ohio, Michigan and Kentucky. The co-presenters, Spanish Immersion schoolteachers in two International Spanish Academies, will then illustrate some learning activities for Spanish immersion students at different levels, and the materials they use.

Theme: *Activities and Strategies*

Language: *Spanish*

Examples: *Spanish*

Audience: *Elementary, MS/JHS, HS*

S-200

Interpersonal and Interpretive Practice in the Classroom

Presenters: *Becky Shick and Trista Todt, Delaware (OH) City Schools*

Instead of having students freeze when they need to speak to each other, watch what happens when you create practice activities that require active engagement and real-life communication. Come learn about ways to make your interpersonal speaking and interpretive reading and listening activities task-based. You will leave with a toolbox of ideas that you can use in your classroom next week! Examples in both French and Spanish provided.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French, Spanish*

Audience: HS

S-201

Newsletter Editing

Presenter: *Jonathan Harris, St. Gabriel Consoliated School, Cincinnati, OH*

This session will provide an opportunity to meet and discuss the editing processes of newsletters.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English*

Audience: *All*

S-202

Preparing Our Future Teachers for Success with the OPI or OPIc: Practical Activities and Tips

Presenter: *Holly Nibert, The Ohio State University, Columbus, OH*

To meet state teacher certification requirements, world language education students completing their undergraduate degrees today must demonstrate a level of oral proficiency in their second language that is frequently hard for them to achieve. This interactive presentation will suggest various tips, ideas and activities meant to facilitate growth in oral proficiency.

Theme: *Assessment*

Language: *English*

Examples: *English, Spanish*

Audience: *College/University*

S-203

Professional Growth Through Pinterest

Presenters: *Martha Castaneda, Allie Arnold, Miranda Couch, Natalie Huffman and Lauren Robbins, Miami University, Oxford, OH*

Attention teacher candidates, methods instructors, as well as current and future cooperating teachers! Join teacher candidates sharing Spanish and German authentic pins they found and used during their student teaching experience. The methods instructor will discuss how the selection of pins helped teacher candidates grow professionally and tie research to practice during the tenuous student teaching experience.

Theme: *Professional Development*

Language: *English*

Examples: *German, Spanish*

Audience: *College/University, Supervisor/Administrator*

S-204

Providing Effective Feedback in the 21st Century Language Class: A Teacher's Toolbox

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

Effective feedback is essential in ensuring that students stay motivated and engaged in the language learning process. As educators of the 21st century, it is our responsibility to make sure that we are up to date with current research, technologies, and strategies to provide meaningful feedback. This presentation will showcase – based on current research into effective feedback – a variety of technology tools, resources, and apps for helping students monitor their progress, strength and weaknesses.

Theme: *Technology*

Language: *English*

Examples: *English, French*

Audience: *HS, College/University*

S-205

Reading is Thinking: Making True Learning Visible

Presenter: *Mira Canion, Northglenn Middle School, Northglenn, CO*

Students do not always connect reading with thinking. In this interactive session, participants will experience how to frame the reading experience by creating activities that utilize images as text, encourage student movement, and establish thinking protocols.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English*

Audience: *MS/JHS, HS*

Session 12 - Saturday 2:45 PM– 3:45 PM

S-206

Adventures Abroad: The Impact and Importance of Global Learning

Presenter: *Heather Potter, Cheney (KS) High School*

Throughout this session you will see the impact that studying abroad has had on both my professional development and my students. Experiences will be shared to answer questions and concerns about taking students abroad. Student reflections and projects that demonstrate the outcomes of their adventures abroad will also be shown. Come discuss what opportunities might assist your language program and gain the confidence and courage to take kids abroad!

Theme: *Culture*

Language: *English*

Examples: *Spanish*

Audience*: MS/JHS, HS*

S-207

AP Language and Culture: The EU and Globalization

This session will demonstrate how the treatment of the European Union in the AP Language and Culture Course can cover the AP theme "globalization" through the cultures and perspectives of the 28 member countries, the 4 freedoms within the EU, environmental efforts across borders, or global challenges. Materials that can be used in the AP classroom will be provided.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *English, German*

Audience: *HS*

S-209

Career Preparation for Japanese Language Learners in Central States: Bridging the Work Environment and Classroom Activities

Presenters: *Hiroaki Kawamura, The University of Findlay (OH); Yumiko Nishi, The University of Iowa, Iowa City, IA; Kimie Kanno, The University of Findlay (OH)*

How can we help our students develop career goals using their language skills and cultural knowledge? The Central States region has a significant number of Japanese corporations, and many of our students seek career opportunities there. This presentation will consist of two parts. First, the presenters will share the results of the data collected through surveys and interviews conducted in Iowa and Ohio. The data were analyzed with those from the previous studies in Michigan (Tabuse and Fujiwara 2005) and Georgia (Matsuda 2010). Based on the understanding of employers' needs, presenters will propose two approaches to prepare our students for their career. First, the presenters will discuss how career preparation could be incorporated into regular classroom teaching from day one. The second approach will be training of students in a special content course such as Business Japanese.

Theme: *Languages for the Professions and Business*

Language: *English*

Examples: *Other*

Audience: *All*

S-210

Dijon vu et photographié par une étudiante américaine

Presenters: *Jacqueline Schram and Jennie Gold, Grace College, Winona Lake, IN*

The presenter and her study abroad student will share a collaborative project designed to fulfill the student's advanced individual study in photography all the while illustrating her professor's French curriculum. The faculty/student team will present the development of the project and the resulting portfolio capturing sights intended to expand learners understanding of the French language and culture.

Theme: *Culture*

Language: *French*

Examples: *French*

Audience: *College/University*

S-211

Extreme Makeover: The WL Classroom Edition (Or How I Went from Textbook to Real-World and Proficiency-Centered)

Presenter: *Andrea Behn, Parker High School, Janesville, WI*

Finding a teaching style that works for our students and us can be challenging. We've all been to inspirational sessions at conferences, but implementing the ideas ourselves may have been just too far outside our comfort zone or we couldn't possibly imagine that classes like those exist! How does one move from the textbook to authentic materials and real-world tasks that promote proficiency? Fear not!

This presenter has suffered through it for you and will share strategies that have worked. Students will go from worksheets to conducting class themselves in the target language.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French*

Audience: *All*

S-212

Infusing Immigration Dynamics in Our Global Classrooms

Presenters: *Meredith Blackmore, Sycamore High School, Cincinnati, OH; Katherine Fowler-Cordova, Miami University, Oxford, OH; Jennene Alexander, Monroe High School, Monroe, OH*

Immigration has historically been a controversial topic and can be difficult to discuss in a respectful way in the foreign language classroom. In this session, we examine strategies to incorporate this topic in the curriculum, and teaching methods and materials to utilize in university and high school language classrooms.

Theme: *Content Areas*

Language: *English*

Examples: *Spanish*

Audience: *HS, College/University*

S-213

 "Transforming World Language Learners Into World Ambassadors with a Sense of Purpose"

Presenter: *Nicolette Miller, Westlake (OH) City Schools*

The acquisition of world language skills needs a sense of purpose. Travel is the ultimate purpose for learning a language in order to be a world ambassador. Meaning and relevance is given to language acquisition through direct relationship to the native speakers of the language and in understanding their culture firsthand. This session shows you the secrets of how to make world ambassadors of your students, representing their community, and using their language skills with a sense of purpose, connecting with other cultures.

Theme: *Culture*

Language: *English*

Examples: *English*

Audience: *MS/JHS, HS*

S-214

Let's Get Literate!

Presenters: *Elizabeth Hanlon, Oberlin (OH) High School; Debbie Varga, Revere High School, Richfield, OH; Debbie McCorkle, Unioto High School, Chillicothe, OH*

With the new Ohio World Language Learning Standards, the Interpretive Reading portion of IPAs and the necessity to read authentic texts, World Language teachers are essentially also teaching literacy skills. Presenters will discuss how to teach students literacy skills in order to help them with tasks in the target language.

Theme: *Content Areas*

Language: *English*

Examples: *French, Spanish*

Audience: *MS/JHS, HS*

S-215

Ohh,¡ya caigo,profe! ¡Ja, ja, ja!

Presenter: *Israel Fernando Herrera, Indiana University Bloomington, Bloomington, IN*

Learn how to incorporate humor to make students laugh every day while thinking in Spanish. Engage them in funny and challenging games that involve putting their learning into practice. Come to this session prepared to smile and to discover ideas you can take back to your classroom and use immediately.

Theme: *Activities and Strategies*

Language: *Spanish*

Examples: *Spanish*

Audience: *MS/JHS, HS, College/University*

S-216

Ohio Transfer Assurance Guidelines (TAGs): Roundtable Discussion

Presenters: *Deborah Page and Sheri Barksdale, University of Cincinnati, Cincinnati, OH*

The Ohio Board of Regents (OBR) has begun the process of creating TAG guidelines to ensure the transferability of university level foreign language courses within the Ohio public university system. Join the panelists, who serve on the review panels, to learn about the process and the language-specific learning outcomes. Any instructor teaching or responsible for submitting courses in Arabic, American Sign Language, Chinese, French, German, Japanese, Russian or Spanish is encouraged to attend, as these languages are among the first to undergo the review. Other languages will follow, and those instructors and administrators will benefit from the discussion. Templates, OBR TAG materials, as well as sample completed application materials will be shared with participants.

Theme: *Advocacy and Policy*

Language: *English*

Examples: *English*

Audience: *College/University*

S-217

Online Language Courses: A Recipe for Success!

Presenters: *Leah Henson, Miami University, Middletown (OH); Tamise Ironstrack, Miami University, Oxford (OH)*

With careful planning and implementation, online courses can be a successful component of a language program. This session highlights best practices in developing and teaching asynchronous online language courses. Presenters will share course design ideas, resources, and sample activities and assessments across the three modes. They will outline an overall framework that promotes instructor presence, normal class sizes, higher retention, academic integrity, and increased proficiency.

Theme: *Technology*

Language: *English*

Examples: *Spanish*

Audience: *College/University*

S-218

Planning and Executing an Effective Service-Learning Project for College Language Students: A Mini-Workshop

Presenters: *Laura Vidler, University of South Dakota, Vermillion, SD; Sherry Venere and Julia Praud, United Stated Military Academy, West Point, NY*

A well designed service-learning project can significantly enrich learning for modern language students by providing an authentic context for conversational practice, increased understanding of the diversity and specific concerns of the immigrant population in the U.S., and increased cultural competence overall. However, this does not change the fact that its planning and execution remains particularly sticky and complex. This presentation will present diverse approaches to deal with the constraints that scheduling, location, and curriculum may present to service-learning, and give participants the confidence and inspiration to get students using the target language in authentic, real-world scenarios.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French, Spanish*

Audience: *College/University*

S-219

Rubrics for Evaluating Performance and Proficiency in the Classroom

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

Are you looking for clear and concise rubrics to evaluate student progress? The Ohio Department of Education has created rubrics to use with performance-based assessments, IPAs, extended tasks, or exams. The rubrics, aligned to the ACTFL descriptors for Novice through Intermediate, include a Full Version and an easy-to-use Student Version for self-reflection and feedback. Participants will receive copies of the rubrics, as well as sample work to practice scoring during our session.

Theme: *Assessment*

Language: *English*

Examples: *English*

Audience: *All*

S-220

Spiraling Language Functions: Key to Vertical Articulation

Presenter: *Donna Clementi, Lawrence University, Appleton, WI*

The focus of this session is on the critical role language functions play in increasing the communication skills among learners. High-frequency functions that are spiraled through the novice, intermediate, and advanced levels will be identified. These high-frequency functions will be connected to other language functions intended to increase learners' understanding and use of more sophisticated expressions. Participants will review a variety of oral and written tasks, suggesting ways that the tasks can be tailored to different levels of proficiency by targeting the functions to be emphasized.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *English*

Audience: *All*

S-221

The Construct and Effects of the Native Speaker Fallacy in U.S. Foreign Language Programs

Presenter: *Shinsuke Tsuchiya, The Ohio State University, Columbus, OH*

The native speaker fallacy is the idea that native speakers are more effective and qualified than nonnative speakers as language teachers. But what exactly is a native speaker? Is it OK to treat native/nonnative teachers as homogenous groups of people? With quantitative and qualitative data collected via survey, observations, and interviews from students and teachers of Japanese, Chinese, Italian, and Spanish, this session will address the potential negative impact of the idealization of native speakers, and how one can cope with it.

Theme: *Professional Development*

Language: *English*

Examples: *Chinese, English, Italian, Spanish, Other*

Audience: *College/University*

S-222

Using TPR in the Primary Grades K-2

Presenter: *Jonathan Harris, St. Gabriel Consolidated School, Cincinnati, OH*

This session will discuss the benefits of using the TPR (Total Physical Response) teaching method for younger students. A variety of lesson plan ideas will be demonstrated to use TPR vocabulary for younger learners.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English*

Audience: *Elementary*

Session 13 - Saturday 4:00 PM – 5:00 PM

S-223

The Flipped Classroom: What, Why, and How?

Presenter: *Leah Henson, Miami University, Middletown, OH*

The inverted or flipped classroom uses technology to leverage learning both in and out of the classroom, allowing teachers to transition from a traditional "sage on the stage" to a more interactive "guide on the side." This session will highlight benefits of this approach, including targeting multiple learning preferences and maximizing class time for performance- and proficiency-based activities. The presenter will provide steps and resource ideas to transform traditional language classrooms into dynamic learning environments. Lastly, the presenter will discuss the advantages of using the flipped classroom as a step toward hybrid and even online language courses.

Theme: *Technology*

Language*: English*

Examples: *Spanish*

Audience: *College/University*

S-224

Continuing Language Learning in the Summer: Strategies for Teaching Language Summer Camps

Presenters: *Lauren Wester and Carly Lesoki, Michigan State University, East Lansing, MI*

The presenters will share their experiences teaching weeklong summer language day camps for kids and teens. Come to this session to get ideas for planning a week that is both an effective classroom and a hands-on camp experience. Everything from daily structure to sample activities to taking advantage of community resources will be discussed. Our ideas incorporate culture, film and technology and can easily be adapted for classroom use.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French, German*

Audience: *All*

S-225

Dad's Deutschland: Veterans' Memories and GI German for (Non-Military) Recruiting

Presenter: *Jason Owens, The Ohio State University, Columbus, OH*

Resources and examples for using the strong-yet-fading tradition of the U.S. military service in Germany by parents and older relatives (of students, colleagues and our own families) to awaken interest in our German classes. Via interviews, memorabilia and photographs, we German teachers can foster associations between "military" and "German" beyond the World Wars and gain visibility for our programs on dates that honor veterans.

Theme: *Content Areas*

Language: *English*

Examples: *English, German*

Audience: *HS, College/University*

S-226

Empowering Communities of Students with Learning Disabilities: How a Structured Environment Can Help

Presenter: *Irene Konyndyk, Calvin College, Grand Rapids, MI*

This session will demonstrate how providing a structured environment for the community of our struggling students (as one aspect of a broader pedagogical approach designed specifically for students with learning disabilities) can help this community of at-risk students be successful language learners. Structure is important in the following areas: classroom environment, learning routine, assignments, testing, presentation of content, handouts, and expectations of students.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English, French*

Audience: *All*

S-227

Empowering Communities: Creating Change in Teacher Preparation Through Engagement with Local Immigrant Community

Presenter: *Katya Koubek, James Madison University, Harrisonburg, VA*

This presentation will share inquiry research findings of TESOL licensure and non-licensure students who participated as conversation table partners or observers in a practicum with local adult immigrants. These undergraduate students were enrolled in a Second Language Acquisition course while adult English learners attended federally funded literacy and civics classes at a at a mid-sized, master's comprehensive university in the east. Professional and personal growth outcomes that resulted from their experience with these diverse, adult English learners from around the globe will be described based on their inquiry research projects. Limitations of their studies and implications for future research will be shared with the conference participants.

Theme: *Professional Development*

Language: *English*

Examples: English

Audience: *College/University*

S-228

French Film: A Vehicle for Language Learning

Presenter: *Jennifer Hall, University of Mount Union, Alliance, OH*

This session will examine film as a tool that can be used to develop linguistic and cultural competence. The visual imagery of movies connects today's students to language and culture like few other media can. When integrated with pedagogically sound teaching, film can be part of an effective strategy for attracting students to a language program. Examples will be taken from an introductory film course. Session conducted in English.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French*

Audience: *College/University*

S-229

The Integration of the Arts and World Languages

Presenters: *Alfonso De Torres Nunez and Robert Duncan, Kentucky Department of Education, Frankfort KY; Jeffrey Jamner, The Kentucky Center for the Performing Arts, Louisville, KY*

So you teach a World Language and would like to take your students to a whole new level? Would you like your students to take away more than they would from an average "sit-and-get" class? Would you like to try a different approach that would give to you "different" tools that you could use in your World Languages classroom? Then, this is your session. Come and become "integrated"!

Theme: *Content Areas*

Language: *English*

Examples: *English, Spanish*

Audience: *All*

S-230

International Virtual Collaborations Yield Growth in Intercultural Communicative Competence

Presenter: *Diane Ceo-DiFrancesco, Xavier University, Cincinnati, OH*

Collaborative Online International Learning course modules engage and motivate students with meaningful content and synchronous and asynchronous interactions with native speaker peers at institutions abroad. This presentation focuses on a rationale for establishing online international collaborations, a description of one such program, qualitative data of outcomes, as well as strategies, techniques and advice for creating a similar model at audience's institutions.

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *English, Spanish*

Audience: *All*

S-231

Language ePortfolios--Tools for Learning

Presenter: *Michelle Stigter, Butler University, Indianapolis, IN*

Many students do not pause and reflect on their language-learning journey. As a result, they undervalue the skills and knowledge they acquire over multiple semesters. By implementing an ePortfolio requirement for modern language courses, teachers hope to create a culture of reflection where students will become more aware of their own learning. In turn, such feedback will assist instructors in refocusing courses to foster more engaging and responsive learning environments.

Theme: *Technology*

Language: *English*

Examples: *Chinese, English, French, German, Spanish*

Audience: *College/University*

S-232

Promote Learner Autonomy through Immersion

Presenter: *Jing Zhou, Defense Language Institute, Seaside, CA*

This presentation will showcase methods used to promote learners' language proficiency to a higher level through a well-designed immersion that is based on an upward spiraling curriculum to blend content-based lectures with higher-level tasks and matching excursions. The immersion is supported with pre-immersion cultivation and post-immersion enhancement. Through this process, students can improve their language proficiency from basic comprehension to beyond the line understanding, from asking "what" to discovering "why" or "how". Students will demonstrate a qualitative to quantitative leap in language learning.

Theme: *Culture*

Language: *English*

Examples: *Chinese*

Audience: *All*

S-233

Sing Me a Story! Storytelling Through Music in the French CI Classroom

Presenter: *Christy Miller, Perry High School, Massillon, OH*

Every song is a story. Make it comprehensible! Learn how to break down a song (or any kind of text) into basic parts your students can understand. Leave this session with 2 ready-made units based on French music that you can use on Monday!

Theme: Activities and Strategies

Language: French

Examples: *French*

S-234

Stayin' Alive During Curriculum Design

Presenter: *Heather Cherney, Northbrook Glenview District 30, Northbrook, IL*

Curriculum writing doesn't need to be a nightmare! Talk with someone who has created and implemented a curriculum completely based on authentic materials. We will look at the role that technology plays in the obtainment, organization, and implementation of authentic resources and other curricular documents. Get ready for behind the scenes tips as well as technological tricks for the classroom. Harness your powers!

Theme: *Curriculum and Articulation*

Language: *English*

Examples: *French, Spanish*

Audience: *Elementary, MS/JHS, HS*

S-235

Stories: Teaching Meaning-Based Language in Context

Presenter: *Jon Dicus, The Blake School, Minneapolis, MN*

Stories can be created from news, current events, biographies, history, and even the themes from textbook chapters. Through the use of pictures, key vocabulary, high frequency words, and questions, students engage with meaning-based stories. Scaffolded activities allow students to acquire language and use the target language in interpretive, interpersonal, and presentational modes.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *All*

S-236

Student Reactions to Instructional Strategies Based on Brain Research

Presenters: *Mary Copple and Yasmin Gavigan, Kansas State University, Manhattan, KS*

As part of a research project on implementing brain-focused instructional strategies in the L2 classroom, fourth-semester Spanish students were taught about conditions that support information processing and learning. Over the course of a semester, they also were exposed to instructional strategies drawn from educational neurolinguistic and cognitive linguistic research that were integrated into the regular intermediate Spanish content. Students twice provided feedback on what they had learned about the brain and their reactions to the efficacy of the instructional strategies. The presenters will report those findings and also discuss implications for future instruction.

Theme: *Research*

Language: *English, Spanish*

Examples: English, Spanish

Audience: *College/University*

S-237

The 360 Degree World Language Classroom

Presenters: *Kathy Darnell, Gary Spurgin and Josh Payne, Cathedral High School, Indianapolis, IN*

How do teachers meet each student where they are today, tomorrow and everyday in the classroom? During this session the presenters will share their ideas and experiences with differentiation. Come prepared to learn, experience and see results of the 360 degree world language classroom!

Theme: *Activities and Strategies*

Language: *English*

Examples: *French, Spanish, German*

Audience: *HS*

S-238

Using Readiness Activities to Prepare Students for Your Course

Presenters: *Sheri Barksdale and Brian Hunter, University of Cincinnati (OH)*

Traditional, hybrid and online courses now require the student to have more than a basic knowledge of e-learning tools for successful course completion. One way to support student success is to provide Readiness Assessment Activities (RAA) that incorporate usage of computer hardware, specific software and programs to be used in the course. These activities provide information regarding competency and comfort level to both the teacher and student. We will offer suggestions for RAA that address course expectations and discuss student perceptions of RAA usefulness. Examples of RAA for traditional, hybrid and online courses will be provided.

Theme: Technology

Language: English

Examples: English

Audience: College/University

Session 14 - Saturday 5:15 PM – 6:15 PM

S-239

Developing WL Students' Proficiency with Reader's Workshop

Presenter: *Brigid Burke, Bowling Green State University (OH)*

For students to achieve proficiency, teachers must develop students' literacy early on and not wait until the third or fourth year of WL study. At this session, teachers will learn that by incorporating Reader's

Workshop into lessons, they can explicitly teach and model various strategies for students to improve their reading comprehension. While reading in the WL, Novice-level students can scan, ask questions, and use schema. Intermediate-level students can make inferences, determine importance, and synthesize.

Theme: *Activities and Strategies*

Language: *English, French*

Examples: *French*

Audience: *All*

S-240

Tips and Tricks for the Distance Classroom

Presenters: *Karen Sobul and Sujan Manandhar, The Ohio State University, Columbus, OH*

Teaching and technology tips and techniques for successful distance teaching and international video conferencing foreign language classes

Theme: *Technology*

Language: *English*

Examples: *English*

Audience: *All*

S-241

Progressive Acquistion of Preterite and Imperfect in Spanish

Presenters: *Monica Millan and Marisol Garrido, Eastern Michigan University, Ypsilanti, MI; Margarita Obregon, Western Illinois University, Macomb, IL*

The acquisition and usage of the preterit and imperfect tenses in Spanish represents a challenge for both instructors and learners. On the one hand, the acquisition of aspect is difficult for English speakers as aspectual differences are signaled differently in both languages. On the other hand it is a key factor in assessing Spanish proficiency levels. This presentation addresses the progressive acquisition of these tenses from beginner to advanced levels. The results discussed are based on a writing task from 150 college students at different level of proficiency.

Theme: *Research*

Language: *English, Spanish*

Examples: *Spanish*

Audience: *College/University*

S-242

Promoting Learner Autonomy through Multi-Platforms

Presenter: *Jing Zhou, Defense Language Institute, Seaside, CA*

This presentation will introduce how to promote learner's autonomy through a well-designed course that uses three platforms, which in turn will enhance students' ability in retaining and improving their language proficiency during and after formal language training. The course is designed to blend high technology and language learning with content-based, upward spiral curriculum through multiple teaching platforms. In each stage, students will develop different levels of learning autonomy. Gradually, they will be able to achieve complete autonomy in language learning.

Theme: Technology

Language: English

Examples: Chinese

Audience: All

S-243

The 2016 Ohio Foreign Language Association's Annual Business Meeting

Presenters: Richard Emch, North Royalton (OH) City Schools; Martha Castañeda, Miami University, Oxford, OH; Lucas Hoffman, Sylvania (OH) School District

The Ohio Foreign Language Association's Annual Business Meeting is open to all members of the Ohio Foreign Language Association. After a brief, yet formal report from the board of directors, there will be an opportunity to network with your professional colleagues in a relaxed atmosphere. The Chairs of the Standing Committees as well as the Executive Officers will be available to chat, to share, and to open the door to your involvement in your professional association. Professional Development, Public Relations & Advocacy, Technology, Beginning Teachers, Scholarship, Early Language Learning, Secondary Language Learning, and University, Teacher Education & Licensure are the committees that will be represented. Please join us if you have ever been interested in how the board works or if you have ever wanted to be more involved.

Theme: *Professional Development*

Language: *English*

Examples: *English*

Audience: *All*

S-244

Standards-Based Grading: Transforming Grading Practices in a WL Classroom

Presenters: *Justin Fisk, Anthony Reibel and Amanda Cummings, Adlai E. Stevenson High School District 125, Lincolnshire, Illinois*

How can ACTFL standards form the crux of a standards-based curriculum? The presenters will share how their district developed and implemented WL curricula that have communicative modes at their core. Best practices in grading and assessment will be explored.

Theme: *Assessment*

Language: *English*

Examples: *Chinese, Spanish*

Audience: *HS*

S-245

Struggles, Successes and Strategies of beginning an AP program

Presenters: *Lindsay Dollinger and Jessica Flere, Jonathan Alder High School, Plain City, OH*

This session will discuss the challenges and successes of two teachers in a rural school district who will be offering AP Spanish Language and Culture for the first time in 2015. Practical examples in Spanish and English will be given.

Theme: *Curriculum and Articulation*

Language: *English, Spanish*

Examples: *English, Spanish*

Audience: *High School*

S-246

Student Self-Reflection Practices on Language and Content in the Second-Year Spanish Classroom

Presenter: *Daniel Woolsey, Hope College, Holland, MI*

This session explores the pedagogical utility of student self-reflection practices on language and content in a second-year Spanish classroom. Student data were collected systematically throughout the semester in the form of four oral exams and five written essays. These artifacts were later used for an end-of-term self-reflection assignment on linguistic progress. Samples from the semester are explored in terms of gathering data on linguistic progress in speaking and writing, evaluating the impact of course content on student thinking, and helping students understand and appreciate the SLA process.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *College/University*

S-247

Students' Perceptions of the Effectiveness of Teaching and Learning Strategies in the Language Classroom

Presenter: *Anneris Coria-Navia, Andrews University Berrien Springs, MI*

This session will report on the results of a survey conducted at several institutions. In the survey students were asked to share their perceptions of the effectiveness of in and outside of the classroom activities.

Theme: *Research*

Language: *English*

Examples: *English*

Audience: *College/University*

S-248

Teaching Reading Strategies in Second Language Lower Level Courses: Collaborative vs Individual Learning Approaches

Presenters: *Maria Zaldivar, Maria C. Brett, and Kimberly Talentino, Kent State University, Kent, OH*

Presenters will describe the goals, details and results of a study to help students in lower-level Intermediate Spanish courses develop linguistic and cultural proficiency by improving their second-language reading skills. The research examines the effect of collaborative-learning strategies on the development of second language reading skills. Data will be collected during the Spring semester of 2015 in all Intermediate Spanish courses taught at a large state university, and a follow up study will be conducted in the Fall of 2015. Sections will be randomly assigned to one of two treatments: individual or collaborative learning. Data from all sections will be pooled to test the prediction that collaborative-reading strategies enhance student motivation and learning by increasing their comprehension of L2 texts.

Theme: *Research*

Language: *Spanish*

Examples: *English*

Audience: *College/University*

S-249

Teaching Spanish for Business to High School Students

Presenter: *Denise Broda, Copley (OH) High School*

Today's global economy increasingly requires that our students not only speak more than one language, but that they also are prepared to do so in the work place. The background of world language teachers tends to be in pedagogy, culture, and literature, not business. In this session the presenter will share a unit she developed over the past fifteen years on Spanish for Business, including teaching students to prepare resumes, cover letters, and how to respond in job interviews. She will also share IPAs that focus on how political and economic events can impact the global job market. There will be many handouts in Spanish.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish*

Audience: *High School*

S-250

Teaching With French Poetry

Presenters: *Judith M. Michaels, West DePere Public Schools (retired), DePere, WI; Julia Price, Westosha Central High School, Salem, WI*

French poetry is a literary genre useful for language acquisition. A discussion-question-answer format focuses on promoting literacy through effective strategies for teaching poetical language, elements, and figures of speech, along with useful classroom practices to get student involvement. Selected poems as ready-to-use assignments enhance critical thinking, analysis, and communication skills. The standards based unit of study is a progressive integration plan ready to adopt or to adapt into an existing curriculum at multiple levels.

Theme: *Activities and Strategies*

Language: *English*

Examples: *French*

Audience: *HS*

S-251

Articulating Face-to-Face and Distance-Learning Activities in Online Courses: How Do We Hybrid?

Presenters: *Didier Bertrand, Enrica Ardemagni, Amy Bomke-Keating and Renee Gregory, Indiana University Purdue University Indianapolis (IN)*

In hybrid language training, articulation between in-class and online activities is essential as both modes function together and complete each other. A pertinent question becomes "How do we hybrid?" There is not a single right answer, but a variety of them. If research shows that hybrid courses present numerous advantages over their face-to-face counterparts, there is, however, no consensus on how to combine these two modes efficiently. This session will present four modes of articulation that have worked at IUPUI in French, German, and Spanish hybrid classes. Examples in all three languages will be provided along with handouts and resources.

Theme: *Technology*

Languages: *English, French, German, Spanish*

Examples: *English, French, German, Spanish*

Audience: *College/University*

S-252

The 90%: Methods and Activities for Teaching More Easily and Effectively

Presenters: *Erin Parris-Dallia and Jamie Terlaak, Plymouth – Canton Community Schools, Plymouth, MI*

This session will provide a framework for planning lessons, activities and assessments that allow for more target language instruction as well as student communication during class.

Theme: *Activities and Strategies*

Language: *English*

Examples: *English*

Audience: *All*

S-253

"As The Romans Do," "Andre Länder, andre Sitten"

Presenters: *Francesca Muccini, Regine Schwarzmeier and Mitch McCoy, Belmont University, Nashville, TN*

As a result of globalization and changing technologies, people are increasingly required to engage with a broader world beyond their local and national communities. Consequently, it seems proper to foster more altruistic sentiments in students, enabling them to move beyond a single national identity and into the global community. Besides teaching students to do practical things with words, instructors should help them function within the field of culture. By learning L2 utterances, gestures, idiomatic expressions, as well as popular music, traditions, and food habits students will be able to bring elements of the C2 back into their C1 and become aware of what that importation implicates. Presenters will share thoughts, resources, and activities designed to encourage students to undertake unfamiliar perspectives and view the world through new lenses.

Theme: Activities and Strategies

Language: English

Examples: English, German, Italian, Spanish

Audience: All

S-254

The FUNdamentals of Teaching

Presenters: *Lauren Sanders and Kristin Saxon, The Ohio State University, Columbus, OH*

Feeling overwhelmed by the current educational climate? Remember why you started teaching in the first place? What do you love about language learning? How do you know when you had a great lesson? Presenters will explore these questions and share ways to harness positive energy and help students feel connected and engaged. Leave with ideas for bringing more fun to your classroom in some small way, each day.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Other*

Audience: *HS, College/University*

S-255

Read, But Don't Weep!

Presenter: *Angela Gardner, Ross Local Schools, Hamilton, OH*

In this session, teachers will acquire and apply strategies and activities for supporting reading in their content area in the target language. Participants will need a mobile computing device (cell phones will work) with Internet access/Wi-Fi.

Theme: *Activities and Strategies*

Language: *English*

Examples: *Spanish, Other*

Audience: *HS*

S-256

The Place of Learning Strategies in the World Language Classroom

Presenters: *Mariana Romero & Kimberly Talentino, The Ohio State University, Columbus, OH*

In this session attendees will participate in an interactive presentation about learning strategies. How can they be effectively taught? Which ones are suitable for certain modes of communication or various circumstances where students use the target language? Examples come from a pilot conducted in a college setting but this session is also appropriate for high school teachers.

Theme: *Activities and Strategies*

Language: *English, Spanish*

Examples: *English, Spanish*

Audience: *HS, College/University*

S-257

¡A viajar!

Presenters: *Susan Ranft, Niles North High School, Skokie, IL; Roxana Doody, Case Western Reserve University, Cleveland, OH*

These presenters, who have lived in and traveled to many Spanish-speaking countries, will discuss ways teachers can get students interested in travel and then help them get on their way to having the experience of a lifetime. Tips for exchanges, service trips, and scholarships for students will be presented as well as opportunities for teachers also.

Theme: *Culture*

Language: *Spanish*

Examples: *Spanish*

Audience: *All*

S-258

Un roman et un album pour enseigner la Première Guerre mondiale: Le Der des ders

Presenter : *Edward Ousselin, Western Washington University, Bellingham, WA*

Cette session a pour but de présenter une séquence pédagogique sur la Première Guerre mondiale en utilisant comme supports le roman de Didier Daeninckx, *Le Der des ders* (1985), ainsi que l'adaptation en bandes dessinées qu'en a tirée Jacques Tardi en 1997. Daeninckx, connu pour ses romans policiers comportant une critique sociopolitique, dépeint le Paris de l'après-Grande Guerre à travers l'enquête d'un détective privé, hanté par les réminiscences de ce qu'il a subi dans les tranchées. *L'album de Tardi* rend plus accessible aux étudiants le roman de Daeninckx, avec ses multiples références historiques et culturelles. En cette période de commémoration du centenaire de la Première Guerre mondiale, l'association d'un roman et d'un album qui évoquent les conséquences du long et sanglant conflit (plutôt que les batailles elles-mêmes) peut faciliter l'accès à un pan important de la mémoire historique française.

Theme : *Content Areas*

Language : *French*

Examples : *French*

Audience : *HS, College/University*

S-259

Using *"Bandes Dessinées"* in the French Classroom

Presenters: *Nicole Kaplan and Maria Snyder, Central College, Pella, IA*

French graphic novels are more than comic books – literary works, autobiographies, history, and art all appear in this form. There are so many choices that it's hard to know where to start with *bandes dessinées* (BD). But the possibilities as a pedagogical tool are rich: accessible texts, engaging images, language ranging from slang to poetry, even new approaches to teaching film and film vocabulary. If you've never used BDs in class before, this presentation will help you overcome your fears and enrich your teaching repertoire. Sample lessons and handouts for intermediate to advanced-level French that include vocabulary, composition as well as conversation activities will be provided.

Theme: *Activities and Strategies*

Language: *French*

Examples: *French*

Audience: *French*